

# The Clearing House

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## Contents

The Core-Curriculum for Secondary Schools .....	Joseph Butterweck	195
More Adventures with "Little Corporations"		
1. Economics in Action at Skokie .....	S. R. Logan	201
2. The Skokie Credit Union .....	Olga Leap	203
3. Skokie Livestock Corporation .....	John L. Page	204
4. Red Cross, Skokie Version .....	Louise Mohr	208
5. The Skokie Co-op Educates .....	Emil Skarda	210
The Veterans Like to Learn .....	Eber Jeffery	214
Why Pupils Elect Foreign Languages .....	Willis N. Potter	217
Professionalism: Code for a Complex Job .....	Walter Gingery	220
Why Sacrifice the Cream of the Class? .....	Jeannette Herrman	225
Let's Really Test Eyesight .....	George F. McCahey	227
A Walk Down the Hall .....	Opal Waymire Beaty	229
Confidentially: Excerpts from the Teachers' Room .....	Grace F. Lawrence	231
Miss B Has a Flaw .....	Rose Friedman	232
Communication: A Course on Radio, Press, Movies, Books ..	Mildred Schmidt	236
School Gossip Column: Handle with Care .....	Sister M. Vianney, S.S.J.	238
Intercultural Program: Nokomis Avoids 3 Common Errors ....	L. E. Leipold	240

## Departments

"In My Opinion . . ." .....	213	School News Digest .....	242
The Spotlight .....	219	Editorial .....	243
Findings .....	226	School Law Review .....	245
Recently They Said .....	230	Book Reviews .....	247

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2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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## THE CLEARING HOUSE

*A journal for modern junior and senior high schools*

VOL. 21

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# The Core-Curriculum for Secondary Schools

By  
JOSEPH BUTTERWECK

MODERN AMERICAN education is beset with names, borrowed from the English language, to which technical connotations are attached. We had the project, the problem, the socialized recitation, and the unit, not to mention such terms as Dalton Plan and Platoon System. We talked about child-centered and society-centered schools, as well as the little understood term, progressive education.

Each of these held the spotlight in educational practice and theory for a time, and then receded into the pages of the history of education. Each made some contribution to education, each gained some friends for modern educational practices—each one also added some enemies.

We are now confronted by another term—the core-curriculum. What does it mean? What can it do? I shall try to answer these questions. It must, of course, be remem-

bered that the "I" in this case is an individual who during 30 years of educational experience has constantly sought and tried out "better" ways of helping boys and girls grow into persons who could cope with the problem of living richly. Maximum self realization of the individual has been my educational objective. I firmly believe that the best adult society will result when its members have been helped to attain this objective in a social setting, where the rights of the individual are constantly conditioned by the needs and interests of the group.

My educational creed consists of another element. I believe that there are no firsts in learning. Just as the child does not learn the word before he learns the thought, so he does not learn the fact before he reacts to the social implications of the fact. He is part of the fact before he becomes conscious of its existence, so that learning the fact and identifying himself in a measure with it come hand in hand. Real learning is always charged, therefore, with an emotional content, with experience in which the learner is the center of the activity.

This discussion of the meaning of the core-curriculum must, therefore, be seen as emanating from a person with a bias consisting of at least two elements: A belief that:

EDITOR'S NOTE: In discussing the meaning of the core curriculum and its possibilities for modern secondary schools, Dr. Butterweck doesn't pose as a disinterested party. He has a bias, which he explains early in the article. Dr. Butterweck is director of the Division of Secondary Education, Temple University, Philadelphia, Pa.

1. Maximum self realization in a social setting is the end of education.

2. All real learning grows out of a social situation in which the learner's interests are of paramount importance.

*What, then, is the core-curriculum?* The word *core* came into the English language from a Latin word that means "heart." The core is, therefore, the heart, the thing from which life emanates, the part of the body that spreads life-giving nourishment to the whole body. The heart does not create energy, nor select nourishment. The heart is the medium through which the assimilated particles are sent to the various parts of the body, so that the nourishment needed can be withdrawn from the bloodstream where and when it is needed.

If we keep this simile in mind in our discussion the real function of the core in the curriculum will be more readily seen.

If we examine the kinds of curriculum that are being referred to as core-curriculums we find a wide variety of practices.

At one extreme there is the practice of looking at English, social studies, science—and perhaps mathematics, and saying that these subjects are all important for all pupils, that they contain the ideas, facts, and skills with which all pupils of a particular grade should be familiar. Therefore, they become the core of the curriculum. But this is no more than replacing the outmoded term, minimum essentials, with a new word, core. If the concept of minimum essentials was without validity, then this concept of core has no value.

Another group of educators eliminates the conventional subject-matter fields and deals with comprehensive areas or broad fields. These may be viewed in two ways: (1) as areas of subject matter, (2) as areas of life.

If we think of comprehensive areas of subject matter we replace the geography, civics, and history by social studies, and the botany, zoology, physics, chemistry, and geology by general science. Or we may even combine the English, social studies, sci-

ence, and mathematics of a particular period in the life of a people and adopt what is sometimes called the culture group curriculum. But we are still confronted with the problem of selecting those facts which are important enough to be included in the curriculum as musts. And when we try to solve the problem we find ourselves confounded by the old concept of minimum essentials under a different name.

As long as we assume that a certain body of facts is essential for all pupils of a given age we run into trouble. This second concept of core (a comprehensive area of subject matter) has, however, one advantage over the first. The larger the area of the subject matter with which we deal, the more likely it is to touch the actual life of the learner. The less difficulty, therefore, will we have in agreeing on what is important.

When we view the concept of "comprehensive area" as it applies to life and not to subject matter, we begin to look at the curriculum from the angle of experience and are on safer ground. The "area" then becomes not general science or social studies, but health, homemaking, or social living. There is no doubt among experts that health is a comprehensive area of life, nor that homemaking has such importance. There may be differences of opinion about whether health is an appropriate area to serve as the basis for curriculum building, but this is another matter. That these are comprehensive areas of life is generally agreed.

Having agreed on this, do we now have a core within our definition of the term? This depends on what we do with it. Let us assume that we have accepted "homemaking" as the comprehensive area of experience. Shall we now marshal all the facts that comprise homemaking, organize them into appropriate learning segments—lessons, units, or topics—and proceed to have pupils learn them? That is one concept of the core.

If we do this we are again confronted with the necessity of determining which facts are important to equip the learner for effective homemaking. Again we shall find experts disagree, for we face once more the old minimum-essentials problem.

If, on the other hand, the comprehensive area—homemaking—is viewed from the angle of experience rather than from the angle of subject matter, we come nearer to a functional concept of core.

Homemaking involves, among other duties, preparing and serving meals, providing suitable decorations for the various rooms in the house, entertaining guests, administering to the needs of children at various ages. Such responsibilities are common to all homes. The standards of correct form differ among homes, the relative importance of each activity varies among culture groups, but these functions are necessary in all homes and therefore can become the natural divisions for growth experiences in the comprehensive area of "homemaking." What I'm saying is that homemaking becomes a natural core for a curriculum provided the divisions through which homemaking is taught are "natural experience" divisions rather than "logical" bodies of subject matter.

Another criterion for the determination of the core must be kept in mind. Is it natural for the adult or natural for the pupil? If natural for the pupil at his age and maturity level, it may be regarded as a valid core for him.

This raises the question of grade placement. In one well-known experimental school it was argued that the core for the seventh grade should be the home, for the eighth grade the community, and for the ninth grade the nation. This certainly is logical. The smaller the area, the simpler its elements, and the nearer it lies to the everyday activities of the learner, the more appropriate it seems to be as an area for study. But when we realize that we proceeded on this assumption in the teaching of reading for 2000 years, just to learn that

what is logical is not necessarily natural, we are forced to a different conclusion.

The Greeks and Romans began with the letter in teaching a child to read, and by synthesis gradually built up to the sentence. The process was long and often painful, and the end result was too frequently unsatisfying. When the educator replaced logic by experimentation, he discovered that reading could be taught much better and in a shorter time if we observed just three simple rules:

1. Begin teaching when the child is ready.
2. Begin with experiences already familiar to the child.
3. Provide exercises within the child's experience.

If we apply these simple rules of learning to the comprehensive area, "homemaking," we must then determine whether it is a natural area for the seventh grade, the tenth grade, or the twelfth. May I dismiss this question by saying that no one can as yet answer it? The answer must ultimately emerge from the laboratory of experience.

It has been tried on all grade levels. I personally am led to believe, from observing a number of experiments, that it is not appropriate for the seventh grade because it involves a kind of introspection that is not natural for seventh graders. It seems to be quite successful on the tenth-grade level for the so-called non-academic groups, but I cannot find that it has been tried sufficiently among tenth graders of all ability levels to enable us to generalize at this time.

Homemaking does seem to contain elements that are natural interests for boys and girls whose interest in each other in terms of a future life are at white heat. This suggests the desirability of much more experimenting with this area as a possible core for grade ten than has thus far been undertaken.

There is another factor which can be discussed only from the angle of opinion at present, because of inadequate experi-

mental evidence from which to draw conclusions. Can we say that the area suitable for a core depends on intellectual ability?

I doubt it. Social readiness seems to be related more closely to age than to intelligence. Practically all boys are hero worshippers at ages twelve and thirteen—more so than at other ages. Practically all boys and girls are more idealistic and more critical of their social environment at ages seventeen, eighteen, and nineteen than at other times. Those of low ability have less to contribute to a discussion at a particular age level than do those of higher ability at the same age level, the concepts with which they can grapple are simpler and less in number, and they learn more slowly, but the general nature of their interests is essentially the same as that of their more highly endowed colleagues of similar age.

In other words, when we are once willing to replace the well-entrenched academic subject matter approach to learning by a more functional core-curriculum approach, we shall find, I believe, that those of different ability level, but of similar age, are different only in degree and not different in kind—that both groups can, therefore, share similar experiences in a core suitable to their age level.

If we define the core as that part of the curriculum which provides stimulus to and nourishment for a body of experiences that have growth value for the pupil, we can think of homemaking as a core, and a curriculum with such a core as a core-curriculum. But if homemaking is simply a topic that serves as a convenient term around which to organize a body of subject matter, it cannot be regarded as a core.

The definition of a core-curriculum developed thus far would be satisfying to the realist, to the individual who assumes that the purpose of our schools is to reflect the culture of the day and to prepare the pupil to be a competent member of its society.

To the experimentalist, to the individual who holds that the purpose of the

school is to do more than interpret the culture of the day, this conception of a core-curriculum does not suffice. The experimentalist assumes that democracy is a dynamic and developing society, and that the person who is taught to function efficiently in society today but who has no part in determining either the nature or the direction of its development, has not been prepared to live effectively in the society of tomorrow. The result of the first type of education, according to the experimentalist, is a society in which there is always a large lag between social needs and social adjustment, for while social needs are created by the progress of science and technology, social action is conditioned by what was taught a generation before. To offset this result the experimentalist would insert another element into his concept of a core-curriculum.

According to this view the core-curriculum must be rich in opportunities for projection into the world of the future, as far as this future can be conceived by the learner. The essential phase of such a concept is not that the learner know what the future is, but that he develop a pattern of action which frees him from the assumption that the present is static. He must be equipped, instead, for active participation in cooperative effort to solve existing problems by looking for a better way of life.

The core, then, must provide the dynamics for change. "Homemaking" will no longer suffice, but "Building a better home life for America" or "What kind of home do I want" can become such a core. At first sight this change seems only a play on words. Not if the real significance of the change is understood. This new core has two characteristics not shared by the former concept of core:

1. It encourages the pupil to extend his experiencing beyond the limits of what convention regards as best practice. It provides an opportunity for creative expression.

2. It extends the scope of the curriculum and therefore makes it more comprehensive. When we raise a question about the kind of home we would like to have, we open a large area not otherwise explored. For example, we shall want to know what science has discovered about health which has not yet become accepted practice, what new labor-saving gadgets could be made available to the homemaker if the product of technological effort were to be applied freely. We would also want to explore the health needs and possible labor-saving needs, the solution of which could be brought to the attention of the scientist. This increases the scope of the experience, introducing many facts and ideas that might otherwise be left out of the learner's field of thinking.

Let us summarize what we have said about the definition of the core-curriculum:

1. Whenever the core is viewed as bringing bodies of subject matter into juxtaposition we have nothing more than a revival of the concept of minimum essentials. The more comprehensive the area of the subject matter with which we are dealing, and the more it represents areas of life rather than areas of subject matter, the more useful the learning is likely to be. But we still do not have a core within the meaning of this term as originally defined.

2. Whenever the core is viewed as a comprehensive area of life, and whenever learning grows out of experience with natural divisions of this area of life rather than with learning bodies of subject matter logically related to these divisions, then we have a core-curriculum.

3. Whenever the core is viewed as this comprehensive area of life, and ample opportunity is provided to extend experience beyond the limits of known truth, thus enabling the learner to project himself into the world of the unknown, then we have the ideal core-curriculum.

4. Whether or not we have a suitable

core-curriculum must, however, be determined not by the logic of the adult mind, but by the extent to which experiment reveals it to be a natural area of experience for a particular age group. Much experimentation is needed before the appropriateness of a particular area of experience for a particular age level is determined.

In developing a core program, such questions as the following need to be answered: How many teachers should participate? How long should a core continue? How comprehensive shall it be? How shall we evaluate pupil growth? What relationship should exist among the teachers involved? How much of the school day shall be embodied in the core-curriculum and how much in activities of an elective nature?

*The place of each teacher:* The core and the core-curriculum are not one and the same thing. The core is the life-distributing phase of the curriculum. Its control and direction is therefore in the hands of one teacher. This core teacher has the responsibility of keeping the attention of the pupils and the cooperating teachers focused on the unifying theme.

If "The Improvement of Home Life" is the unifying theme, then the core teacher is concerned with such questions as: What is the present practice in your home? What are the benefits of this practice? What changes would you like to see made? What facts are needed in order to make these changes? What can you do to effect these changes? What laws need to be enacted to help create the changes? What scientific experimentation needs to be undertaken to help produce the desired changes?

Cooperating teachers are specialists in the various divisions of the problem, and they help pupils and core teachers to find and learn the facts and ideas needed to solve the larger problem selected as the unifying theme. If "Improvement of Home Life" is their theme, one teacher may deal

with the science aspects of the problem, another with the social, economic, and governmental aspects, a third with aesthetic problems. Perhaps a fourth teacher will concern himself primarily with the nutritional and health problems.

Each teacher will help the group extend its range of experiences as far as the latent interests and abilities of the pupils permit. The core teacher will keep these special interests focused on the larger unifying theme. Together this group of cooperating teachers concentrate their attention on the growth of pupils toward more wholesome individual and group living.

*How extensive is a unifying theme?* The solution of a particular core project should take a period of time long enough to enable the cooperating teachers to effect a change in behavior among pupils which can be measured, either objectively or subjectively. On the secondary school level the period is certainly no less than a year and is possibly as long as two years.

*Evaluating growth:* Since most of the valuable products of learning are intangible and, therefore, not possible of measurement by existing tests, care must be exercised in the evaluation of results. Whenever possible, objective devices should be used. But objective devices should be selected on the basis of their validity in measuring the outcome which has been accepted as the declared objective of the curriculum.

If "Improvement of Home Life" is the unifying theme, and a knowledge of the

best nutritional practices is a declared objective, this outcome can be measured objectively. But if respect for the rights of other members of the group is also a declared objective, it must not be assumed that since we have no objective devices for measuring this, the outcome is not measurable. All teachers who are part of the co-operative enterprise must assume the joint responsibility of rating such an outcome subjectively.

*The value of the core-curriculum.* If it is the responsibility of the school to prepare pupils for life; if the type of society which shall constitute the pattern of life is a democracy; and if preparation for life is best assured by a learning situation in which the pattern of behavior is a replica of the pattern of behavior expected in a democratic society—then the core-curriculum as conceived here offers a better promise of a useful education than does the compartmentalized subject matter-centered approach which represents the traditional curriculum of our secondary schools.

It must not be assumed, however, that the problems of grade placement, comprehensiveness, time allotment, and the like have been solved. Much experimentation is needed by teachers in actual school situations before satisfactory answers can be given to these questions.

All I tried to do here is to create a skeleton of principles which must underlie any attempt to build an effective core curriculum, as this term is conceived by an educational experimentalist.



## Futility

By ELIZABETH A. CONNELLY

Inspired, we lead reluctant youth  
Through Classics' literary lands,  
And send them home all starry eyed—  
*Forever Amber* in their hands.

# More Adventures with "Little CORPORATIONS"

## 1. *Economics in action at Skokie*

By S. R. LOGAN

**Introduction:** In the October 1945 issue we presented a group of four articles on some of the "little corporations" that give pupils of Skokie Junior High School real experiences in meeting the problems of living and working in a modern industrial society: "Adventuring with Little Corporations," by S. R. Logan and others. These projects, operated by the pupils, are profit and non-profit corporations that produce goods and services, and such other organizations as labor unions and cooperatives.

In the previous articles, Superintendent Logan explained the entire program; the Biology Bureau of Bees, which produces and sells honey, and the Research and Production Co., which manufactures and sells various products, were discussed by their sponsors; and Principal Donald Cawelti explained the tax structure by which the profit corporations and all pupils pay income taxes to the school.

As an introduction to the present group of articles on four more of the school's "little corporations," we present the following excerpts from a talk that Mr. Logan made to the pupils at a recent assembly, to

emphasize the ideas upon which Skokie has built this unusual program.—THE EDITOR

EVERY INSTITUTION is a sort of school, to be judged by its contribution to the enlightenment and well being of persons who are a part of it or are exposed to its influence. Businesses, churches, homes, armies, governments, labor unions and employer associations, the theatre, newspapers, and all other institutions do—like schools—change people for better or for worse.

If Skokie Junior High School is what it ought to be, it is serving all institutions as a sort of educational pilot plant, a pattern for human relations. It experimentally demonstrates how to produce social understanding, social inventiveness, cooperation, and responsibility.

When I asked the Skokie children of fifteen or twenty years ago who thought they were going into business, *why they wanted to go into business*, they invariably replied, "*To make a lot of money.*" "For what other reasons?" I would ask, and they would say, "There is not and could not be any other reason."

Skokie children today are likely to answer differently, more like an economist, and say, "I am going into business to bring more and better and cheaper goods and services, and new kinds of goods and services, within reach of all, and to earn a good living for my family and myself."

In your own self-government at Skokie, you are learning to serve the general welfare by means of taxation—taxation of the

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**EDITOR'S NOTE:** At the end of the 1945-46 school year, Mr. Logan retired from his position as superintendent of schools in Winnetka, Ill. He plans to obtain and edit for us a third group of reports, from the sponsors of such organizations as the Skokie Conservation Authority, the insurance company, and the Dishwashers' Union.

people, by the people, for the people. Our own tax-supported free schools show you how the citizens of your school district and state undertake to provide all children with the knowledge to free themselves and keep themselves free from the many forms of tyranny which feed on ignorance. You are acquiring the knowledge, the ambition, and the skills that enable you to preserve, improve and extend self-government and democracy in politics, in industry, in the church, in the school, and in other kinds of organized activity.

Many of you are learning to organize and use *economic power democratically*. The most serious and explosive problems of our times are largely economic. You are already on a front line, serving in the struggle which is being waged—sometimes by bullet, continuously by ballot and by education—to decide whether economic power is to become more democratic, here and throughout the world, in support of political and social democracy, or more autocratic, in rejection of democracy.

Some of you are learning to use responsibly the power of an employee, the power of a stockholder, the power of a citizen, the power of a consumer, the power of a labor-union member, the power of governing officials for corporations of various kinds, including labor unions, in a spirit of fairness and cooperation, with special concern for the public and for the rights of those most easily imposed upon. As governing officials of the whole school, some of you are learning to deal with corporations and labor unions from the standpoint of the whole school. These organizations are learning to subordinate themselves gladly and intelligently to the good of the whole, and to welcome necessary controls by your central government.

You will know better than my generation how to substitute democratic organization and government for the anarchy in railroading, mining, and other basic services which has been threatening our country

and the entire world. You are finding satisfaction in fair play and sportsmanship in business relations as well as in athletic contests. Only schools which strongly emphasize kindly service, mutual aid, and justice tempered with mercy, and do not encourage selfish getting are fit to use school-size profit and non-profit corporations and labor unions.

Ability on your part to like people of all kinds everywhere and to cooperate with them for the advantage of all is the most important service you and your school can give to a world whose greed and uncooperativeness are holding back the abundance and security that modern machines, modern schools, and modern democratic government make possible.

Skokie definitely serves society by getting its pupils interested while still very young in the production and distribution of goods and services. Skokie serves by providing its children an opportunity to study and practice democratic economic organization and control, using simple child-scale corporations and labor unions of their own. It is the more important that Skokie do this because so few common schools have yet seriously undertaken economic-political education, and because society needs this service so desperately in this critical period. It is a period of transition from scarcity to abundance, from weapons that can destroy on a regional scale to weapons that can destroy on a world scale, from the machine age to the robot age, from the possibilities of an age of half literacy to those of an age of potential universal education in chemistry, physics, biology, anthropology, sociology, world economics, and world politics.

You are learning and teaching independent study and cooperative thinking and action. The studious and scientific approach to problems is becoming, I hope, a life-long habit of yours. You are growing in the habit of seeking, welcoming, and weighing all of the facts in controversial issues, no matter how hot, with the purpose of obtaining the

greatest good for the greatest number, with justice to all.

Somewhat as you put your parts together in your musical organizations, you are putting them together in your classes, in all kinds of organizations, and in governing the school as a whole, mindful of the relationship of your school to your family, to your village, to your state, to your nation, and to your world-to-be.

What you do here, your purposes in doing it, and the way in which you do it are

helping to decide the length of life and the kind of life which your immediate family and all families are to enjoy or endure on this earth.

Indeed, according to all religions, what you do in your school days and the spirit and manner in which you do it, helps to decide the hereafter, not only on earth, which I have been discussing, but beyond.

Let us hope that Skokie does greatly serve; that it helps us to become intelligent and faithful servants of all.

## 2. *The Skokie Credit Union*

By OLGA LEAP

"Say, I forgot my lunch money. Will you lend me a quarter?"

"Oh, I wish I could get one of those new notebooks at the Co-op. I'm afraid they'll be gone tomorrow. Won't you lend me fifty cents?"

"Tickets for the New Trier opera? Sure I want to go, but my allowance is almost spent and I won't get any more money until next Monday."

"I'd like to have a good fountain pen, but I never have that much money at once, and I can't seem to save regularly from my allowance."

We imposed on our friends, both pupils and teachers, until we faced up to our problem and organized our Credit Union. Now, by buying a fifteen-cent share and having an application for membership approved by

the Board of Directors, any member of our school can become a Credit Union member, with the privilege of borrowing from the common pool and becoming a systematic saver. The borrowing feature of our organization has had much more attention of late years than the saving angle, but with the end of the war and the war stamp program the Credit Union can help us to continue the regular saving habits established by war needs.

The Credit Union booth is open daily during both lunch periods. There shares are sold, loans are made, repaid, or extended, and shares are sometimes surrendered. A combination application, promissory note, and receipt is used.

A member may borrow up to fifty cents on his signature only. With a pupil co-signer he may borrow as much as one dollar, and with an adult co-signer he may borrow up to three dollars. A service charge of one cent is made on all loans, and no interest is charged during the first week. A weekly interest charge of one cent is made after the first week, regardless of the size of the loan. All loans must be repaid in four weeks. Borrowers may secure an extension,

—  
EDITOR'S NOTE: *The Skokie Credit Union is a cooperative that is run by the pupils, for the pupils. Through it, they learn about the economics of saving and borrowing, and the benefits of cooperation. Miss Leap is sponsor of the Credit Union.*

but unless the loan is paid when due, a fine of one cent a day thereafter is imposed.

Members meet regularly three times a year, and whenever called to special meetings. They elect ten of their number to serve as a board of directors, who carry on the business between membership meetings in line with policies laid down in the constitution and by-laws and by a majority vote of the members. The constitution and by-laws are often amended, as experience shows how they may be improved.

At the annual membership meeting in the spring, the members authorize the distribution of the interest money which has been received from borrowers during the year. The amount left after all expenses of the business have been paid—including the cost of distributing information about credit unions and other forms of cooperation—has always been divided among the members, according to number of shares held.

The board of directors elects its chairman, a treasurer, an assistant treasurer, and a secretary. Its weekly meetings are always attended by the sponsor, who is appointed by the school principal at the request of the Credit Union. The treasurer gives a weekly report to the directors on the finances and business of the organization. Members of the board of directors take turns in manning the office during the two lunch periods.

An analysis made last year showed that five per cent of the members were supplying 64 per cent of the money, with two members holding more than 100 shares each. These two people apparently appreciated the fact

that during the previous year every 15-cent share paid a 2-cent dividend. Since the Credit Union could keep only part of its money in use and did not need such large sums as were provided, the situation was in effect guaranteeing these two canny investors a high return on money that was never used. Therefore members decided to discourage such disproportionate investment and to encourage regular savings from allowances. For this purpose they made a rule that no one can buy more than two shares a week. That is, a member may not deposit more than 30 cents in one week.

Committees have also been looking into the possibility of investing surplus funds through other credit unions, in postal saving banks and in bonds.

The fair distribution of earnings is an elusive problem which we grapple with continuously. Should they be divided on the basis of the number of shares owned? Should borrowers receive refunds, thereby reducing the relatively high interest that they pay? Should the ten hard-working directors—who, incidentally, expect to make up any shortages out of their own pockets, and who put in a great deal of time as loan clerks and at meetings—be paid something for their labor?

There is always some problem or other to confound the Credit Union members, but they and their sponsor are learning a great deal and they know that they are providing a useful service to their members and their school.

### *3. Skokie Livestock Corporation*

By JOHN L. PAGE

The Skokie Livestock Corporation developed from a small group of pupils who were interested in raising pets. As the ideas and interests of this group developed, it

grew into a business which has become an enterprising, financially successful corporation. It is chartered by the school council, and has a branch office of about fifteen

members in one of the elementary schools.

The purpose of the Livestock Corporation, stated in its constitution, is (a) to provide educational experience in organizing and conducting a business and in raising animals, and (b) to raise and sell animals as a means of profit to the members.

**Equipment.** The corporation now has equipment valued at \$175. This includes a yard 90 feet by 90 feet with a galvanized wire fence 8 feet high. Fence posts are set at 10-foot intervals so that the yard may be divided into smaller areas 10 feet by 10 feet. In the yard is a well-insulated shed (8 feet by 6 feet), which houses several small cages for guinea pigs, rats and mice, and a brooder for baby chicks. There are also scales, feed cans, an incubator, and an electric heater. Next to the shed is a large rabbit hutch and in the several 10-by-10 yards are small, sheltered nest boxes.

The shed and cages were built in the school shop. The fence was erected with the help of WPA labor. The Winnetka school board helped to finance most of this equipment, although the committee has expended about \$50 for the purpose in the past five years.

**Organization.** To become a voting member or shareholder of the Livestock Corporation, one must purchase a 25-cent share of stock. The number of shares outstanding is limited to eighty. The shareholders meet twice a year. They elect a board of directors of nine members, who conduct the affairs of the corporation within the limits provided by the laws of the school council and

the requirements of the shareholders. The board of directors in turn elect a chairman, a vice-chairman, a treasurer, and a secretary. These officials hold office for one-half year, but automatically continue on the board for an additional half year. They may be re-elected to office.

The directors organize an Operating Committee which meets regularly once a week from 3:05 to 3:40. The members of this committee are the employees, and they may or may not be shareholders. To gain employment and become a member of the Operating Committee, a pupil must make formal application to the board of directors.

The work of the Operating Committee is divided among the various sub-committees, each of these usually directed by a member of the board of directors.

1. The Feed and Care Committee consists of a foreman, an assistant, and two volunteer helpers who are changed each week. It is their duty to feed the animals and clean the pens. They collect and feed waste food from the cafeteria. The foreman and his assistant instruct the weekly volunteers and make a daily inspection to see that the work is properly done.

2. The Publicity Committee advertises feed for sale and animals for sale or rental. It does this by writing bulletins to give to customers on the care and feeding of animals; by making posters for advertising; by writing short announcements for the school bulletin; by writing and producing plays to advertise the services of the Livestock Corporation; by giving sales talks to groups and individuals in the schools; by telling visitors about the work of the committee; by working out exhibits to display animals, promoting contests to increase sales; by writing letters to prospective customers; and by talking over the telephone. The committee follows up all sales with service, trying to see that all customers are satisfied.

3. The Educational Committee provides pupils with information concerning the

EDITOR'S NOTE: *The Livestock Corporation raises and sells animals, boards pets, and does a business in feed and equipment. This lively concern has had its corporate problems, such as near-disaster as a result of sabotage, and a raid by an "outside" pupil who bought up half of the corporation's shares of stock. Mr. Page is sponsor of the project.*

profit type of corporation, gives short talks on the care of pets, and helps to train employees. It obtains material by writing to various agencies for pamphlets and articles. It also maintains a bulletin board in the school for posting notices, articles, and educational exhibits, and has written a series of pamphlets on breeding and raising rabbits, guinea pigs, chicks, etc., which it distributes to customers and other interested persons. It plans field trips to farms, rabbitries, shows, and exhibits. It takes a leading part in the periodic revision of the constitution.

4. The Construction Committee repairs and makes alterations in the pens and constructs cages and feed and nest boxes. It repaints all equipment about every other year.

5. The Branch Office Committee, which works with the branch office located in the fifth grade of one of our elementary schools, has two members. It links the branch office with our operating committee, giving information on prices, filling orders, collecting money and sales slips, and welcoming representatives of the branch office to meetings of the Operating Committee.

6. Special committees are formed as they are needed. There are a Social Committee, which usually plans at least one party for the Operating Committee each year; a Printing Committee, which assists in printing pamphlets and various forms used by the Operating Committee; and a Clean-up Committee which cleans the grounds and buildings thoroughly, twice a year.

All members of the Operating Committee are trained and authorized to act as salesmen of animals and feed. Salesmen learn how to write out sales slips and are responsible for turning in the money collected and the duplicate sales slips to the treasurer. If a customer wants information about the care of an animal, he is given one of our pamphlets. Incidentally, on the back of each pamphlet is an advertisement

telling about other animals and feed for sale.

*Operation.* A day-by-day account of the Operation Committee goes something like this:

On Monday the chairman and the vice-chairman meet with the sponsor to plan the agenda for the weekly meeting. This gives the sponsor ample opportunity to advise and help to evaluate the work and plans of the committee.

On Tuesday the chairman calls the meeting of the Operating Committee to order; the roll is taken and the minutes of the previous meeting are read and approved. Then follows a series of reports, usually by chairmen of sub-committees telling about their work. The foreman gives a report on the work of the feeders for the past week and then signs up two more volunteers for the following week. Occasionally there are reports by the Educational Committee on assigned special subjects, such as the care of rabbits or the training of dogs. At the conclusion of the reports there is a period for discussion and special announcements.

The committee then breaks up into its various sub-committees for work. The Publicity Committee may go to the art room, where they make signs for advertising our products. Some members may go to other schools to give talks or post signs. The foreman and the feeders go out to the pens to look after the animals. The construction group may go to the shop or to the pens.

The Educational Committee takes care of a bulletin board or works on reports. The treasurer does the banking, sells shares of stock, or works on the accounts. The secretary checks the roll with the school attendance bulletin and goes over the minutes. The minutes will later be corrected in English class and rewritten for presentation at the next meeting.

The activities period, 3:05-3:40, is available each day for committee work. If the time is not needed the pupils go to their

homerooms for other kinds of school work.

Each Wednesday the board of directors consider applications for the purchase of share capital, make plans for the committee work, and discuss the affairs of the corporation. The board determines general policy, deciding prices to be charged for feed and animals and making decisions on other business matters. The chairman, who represents the corporation in the school council (the representative governing body of the school), reports on council matters relating to the corporation.

The school council requires a semi-annual report and financial statement from all committees. The chairman and the treasurer must prepare these reports and have them approved by the Corporation Board and, later, by the shareholders at the semi-annual shareholders meeting. Near the end of the year the board must decide what is to be done with earnings. Not more than 10 per cent of the value of shares outstanding may be paid on capital. There is much discussion concerning taxes, which are levied, collected, and spent by the school council. At present we are paying a sales tax and a corporation income tax. Our total tax bill in 1944-45 was \$2.11. Rent for the use of the school buildings and grounds was 91 cents.

On Thursday the sponsor meets with the treasurer and his assistants and helps them post accounts, make bank deposits, make out financial statements (one each month), half-year reports, and tax forms. Eighty shares were sold last year at par, 25 cents per share. The corporation's gross sales last year amounted to \$44.42. Purchases of animals, feed, and other materials amounted to \$32.

On Friday the foreman meets with the sponsor to discuss the work of the feeders and talk about jobs that need to be done in the pens.

There is always the question of what to raise, where to get it, and what to do about

the loss of stock from disease or other causes. A distressing problem resulted when someone broke into the pens and allowed his dog to kill all the rabbits, repeating the performance as often as repairs and replacements were made. The police were called in; the school council took a hand; the facts were publicized throughout the school and community, but without results.

The corporation had to act fast, for it had lost most of its livestock; it would have to raise something else or go out of business. Day-old chickens were decided upon. It was a good choice, for financially it turned out very well.

At another time, the guinea pigs which we were boarding died during an extremely cold spell. The board decided that it was the fault of the Operating Committee (the employees) and that they should make the loss good. One of the boys told the owner about it in such fashion that he insisted upon bearing the loss himself!

The problem of what to do with the animals on hand when summer comes is perennial. Many plans have been tried but the one that has proved best is to sell—even below cost—and restock when school opens.

Lately the question of wages has come up for much discussion, but no satisfactory formula has been found. Many feel that the fun they get out of working with animals is pay enough, both for their labor and for the hire of the money they invest. Others would rather spend the money for new equipment. They ask questions:

If you paid wages, how could you determine what is a fair wage? Should the chairman receive more than a feeder? How could you evaluate someone's work, keep track of time worked, etc.? Should a shareholder who is also an employee put his claim for a financial return on his investment of money ahead of his claim for a financial return on his labor? Such questions are still in the process of being answered, and in this process children are

getting into the habit of thinking about just and sound relationships in industry.

Taxes and rent cause considerable discussion. The corporation is in favor of them, but is not convinced that its present rental payment is a fair one. It believes the location of the business, the risk involved, etc., are not being given sufficient consideration.

The question of dividends brings up this question: What is a fair return on one's investment? One year a pupil in the school bought half of the shares offered for sale. He was not a member of the Operating Committee and so, when he put in an appearance at the end of the year and walked off with 50 per cent of the declared dividends, the active members really became active. They voted to change the constitution, limiting the number of shares that any one person could purchase to five.

These boys and girls had had some real experience with the problem of Capital versus Labor, and promptly applied the brakes to insure a more equal distribution of profits to the working members. The value of labor had taken on more meaning. However, they had not reached the point where, in the absence of wages, they proposed to recognize labor contributions by the way in which they divided annual income, which is large because labor costs nothing. Experience is considered an ample wage.

The Skokie Livestock Corporation is a part of our school curriculum which engages children by way of interest and introductory participation in important institutions of modern society, and extends their basis of communication with their parents and other adults. They are certainly not too young for pre-vocational education that emphasizes the ability to get along with others and responsibility for the common good.

Such activities correlate readily with all phases of the school curriculum—correct and effective writing, certain kinds of reading skills, arithmetic, biology, art, dramatics, publication, shop, social studies and self-government. The project helps young people learn to solve real problems cooperatively and to plan cooperatively, with due regard to the public welfare and the particular needs of individuals. They undergo the discipline and character development which results from faithful performance of chores and attention to the welfare of their animals. They acquire tact and judgment through studious practice.

They get the habit and enjoyment of looking for common ground for cooperation, of valuing differences in personality, of seeking their own good through mutual benefit, of "live and help live." Through such activity they thrive individually and improve the quality of their school.

## *4. Red Cross, Skokie Version*

By LOUISE MOHR

Organized just after the first World War, the Junior Red Cross fosters every conceivable form of civic activity and international understanding. In many schools it serves as the clearing house for all types of student activity. In Skokie it is chartered by the school council as a non-

profit corporation for educational and charitable purposes.

Virtually all pupils in the school join the Junior Red Cross during its annual membership drive. Members participate freely in any "special school-wide" activity fostered by the Junior Red Cross, as in a

clothing collection last fall. Those who wish to work actively throughout the year apply for membership in the Junior Red Cross Committee.

The Junior Red Cross Committee is a committee authorized by the school council. Its chairman is ex-officio a member of council and reports to the council. Nevertheless, since the terms of the relationship of the Junior Red Cross chapters to the parent American Red Cross are well defined, the sponsor of the committee maintains relations with the Junior Red Cross office in Chicago. Representation in the Chicago Council of the Junior Red Cross is available to our chapter.

The nature of the activities undertaken during the years has tended to reflect the particular interests or capacities of the sponsor. That is not only normal, but expected by the area office. The program of the Junior Red Cross is so inclusive that no one individual can hope to work in all fields.

In its earlier years the chief activity of the pupils lay in developing international understanding through the exchange of portfolios. Since the war, such aims seem to have been met more successfully through the work of the Pen Pals. Just this year, however, the Red Cross has asked for a special portfolio for use in France. The English department has undertaken the work of assembling it directly. The international aspect of our Junior Red Cross work was reflected in the fact that the sponsor, Julia Krenwinkel, served as delegate for the American Junior Red Cross at the international conference held by the Red Cross in Tokio, some years before the war.



**EDITOR'S NOTE:** At Skokie, the Junior Red Cross is organized as a non-profit corporation for educational and charitable purposes, and thus has its place in the school's "corporate" structure. Miss Mohr is sponsor of the JRC.

The committee has always sponsored a Christmas project of one type or another. Studies were made of the needs of specific families, data being supplied by the Chicago office, and Christmas boxes were sent. Field trips were made into less favored Chicago areas and to handicapped schools. Contacts were made with Appalachian Mountain schools and with a school in China.

Gradually, however, such activities developed into an all-school Christmas Workshop, at which, with parents' help, used toys, games, and dolls were reconditioned. The Winnetka Community House sent representatives of many agencies which it knew well, to select the reconditioned articles which they needed. During the war, the quantity and quality of toys dropped so markedly that the Workshop was discontinued in 1945, in favor of an all-school festivity based on the theme of the brotherhood of man. Though this was too large an undertaking to be sponsored by a committee, its scope was as truly within the range of Junior Red Cross as was the Workshop.

With the coming of the war, there was a strong appeal for "morale-building" items to be used by the military. The need was so evident and some of the articles desired were so well within the range of ability of our pupils that the committee turned its attention (in its bi-weekly meetings) to the production of such articles as tray favors, decorated note pads, Christmas cards, story booklets, and the like. In the school shops cribbage boards, lap boards, and crutches were made. During the last year a second committee section was formed which is giving outlet to the desire for service by the girls who sew well enough to make needed hospital items.

At the present time the members of both Junior Red Cross committees are girls. Many activities—the Research and Production Company, Biology Bureau of Bees, Skokie Builders, Movie Operators, the Dishwashers' Union and the Stage Crew—

attract boys rather than girls. But the types of service performed by the Junior Red Cross committees in Skokie seem more interesting to girls than to boys. Boys are not excluded from committee membership, but few seem interested when they note the overwhelming predominance of girls. However, whenever the girls have felt the need of service or assistance which the boys could give, they have always felt free to ask it. Thus, in assembly programs which precede a drive for membership, boys take part as freely as the girls do. They also seem to support "all-school drives" just as wholeheartedly.

Some projects are referred by the committee to class groups for action. Examples

of these are the drive for food boxes sent through C.A.R.E. (Cooperative for American Remittances to Europe) and a collection of work and play equipment for an Italian children's village.

To summarize—students in all Skokie activities are fulfilling aims desired by the Junior Red Cross section of the American Red Cross. The Junior Red Cross Committee in Skokie limits itself to certain types of activity not duplicated by other council committees or by class groups. Its function in our junior high school is somewhat comparable to that of the Red Cross in its much larger society, accentuating humanitarian impulses and neighborly understanding and cooperation.

## 5. *The Skokie Co-op Educates*

By EMIL SKARDA

The Skokie Co-op—a non-profit, private corporation—is a consumers cooperative chartered by the school council. It is an important part of the school's program of education in democratic economics and citizenship. Much more active in collective purchasing and distribution than in the production of goods, it operates a store to make school supplies of the right kind conveniently available at a fair market price. The yearly "profit"—*savings* is the proper cooperative term—goes to members in proportion to their *purchases*, not more than

four per cent being allowed as dividends on share capital.

Since Skokie has always seemed a bit too small to require more than one store, the Co-op has had somewhat the aspect of a monopoly, limited only by the competition of outside stores.

Not until about fourteen years ago did merchandising service in the school assume the form of a cooperative corporation, or society, carried on by children with the assistance of a teacher sponsor. Prior to that it was for several years a typical "school store," operated by a teacher with the assistance of pupils. At that time it unconsciously exemplified a nondescript corporate form, more like public ownership than any other. Originally—some twenty-five years ago—the store service had been set up by a resourceful arithmetic teacher, Miss Mary Reese, as a puppet profit corporation to enable her to impart a better understanding of stocks and bonds, and profit and loss.

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**EDITOR'S NOTE:** As Mr. Skarda, sponsor of the Skokie Co-op, says, "Commercial education through such a children's cooperative, which is considered an integral part of the curriculum, is a far cry from the vocational courses . . . commonly offered in high schools." How effective the departure is, this article tells.

At that time no effort had been made by the school to organize itself as a self-governing community of children, teachers, and child-scale institutions. Now, looking forward after a considerable development, it seems possible that the situation might be further improved educationally by having the school's merchandising service rendered by two stores instead of one, both exemplifying private-corporation business, with one strictly cooperative and the other on a profit basis. However, it must be said that the present cooperative, even though in a semi-monopolistic position, has been an effective means of introducing children to private corporate business of a socially responsible and democratic sort.

Members of all kinds of corporations in Skokie, with the assistance particularly of social-studies teachers, strive to make their enterprises honest, efficient, and as educationally and economically beneficial as possible, no matter whether they are of the profit or non-profit type, no matter how "public" or "private" their character. It is not so much a question of which is better. It is, exactly how does each kind work? What should it try to accomplish and how can it do it best?

Each corporation needs to continuously study itself in relation to the rest of the school community and to similar corporations chartered by state or national governments; and it needs to inform the people of the school and the parents and to enlist their studious interest in improving the quality of corporation service through greater understanding on the part of the people who compose and deal with corporations.

It is therefore important for the Skokie Co-op to help social-studies classes as well as its own members to learn the distinctive characteristics of itself, of cooperatives generally, and of the world cooperative movement. This part of the job should be easier in the future because of growing business experience and success and because of greater

comprehension on the part of teachers. Pupils will not only know verbally but will probably become interested in the full meaning and possibilities of cooperative principles, which may be stated in part as follows. Cooperatives:

- Have open membership
- Are democratic—one member, one vote
- Pay limited interest on capital
- Pay patronage dividends on purchases
- Sell for cash only—at market prices
- Are neutral in race, religion, and partisan politics
- Educate constantly
- Expand continuously

*Some details of organization and operation.* Pupils and staff members are admitted to membership in the Co-op by a majority vote of the board of directors and upon purchase of at least one 25-cent share. There are four to eight membership meetings yearly, each presided over by the chairman of the board of directors, at which members may amend the constitution, elect directors, hear and act on reports of the board of directors, decide how annual savings are to be allocated, and make such decisions as they do not wish to leave to the discretion of the board.

The board of seven directors elects its own chairman, vice-chairman, secretary and treasurer, names committees, and a manager. It meets during the activity period on Tuesdays and Wednesdays. Most of the members of the board are also employees and members of the employees' organization, which is ordinarily called the store committee or just "committee." It meets twice weekly and sometimes seems more potent than the board itself.

Thus far no wages have been paid for work, but interest has been paid at the constitutional limit of four per cent on shares, despite the fact that sufficient labor has been harder to secure than sufficient capital. It has been supposed that experience in clerking and so forth was a sufficient wage. However, in addition to the experience which a shareholder receives in

owning and controlling the company, he is paid a money wage, or interest, for the use of the operating capital which he puts into the business and which he may withdraw in full at any time.

Lately some members have argued that this was unfair discrimination in favor of capital; that, if experience is sufficient wage for the use of the strength and skill of a worker, it should be sufficient for the use of operating capital. It has therefore been proposed that some annual money wage be paid labor as well as capital at the end of each fiscal year, at the expense of purchasers. Patronage refunds have usually exceeded 10 per cent, and were 15 per cent of members' purchases in 1945-46.

The store manager, the bookkeeper, and about twenty-five clerks constitute the store committee. To be employed and become a member of this organization of employees, an applicant must pass an examination. The written test includes five questions on the constitution of the Co-op and five problems which test the applicant's ability to give correct change and otherwise meet the arithmetical requirements of the job.

The board of directors has final authority in hiring and firing. Ordinarily it confirms the decisions of the store committee, but at times conflicts arise which must be resolved by a full membership meeting.

The first two days of the school term are the busiest. In this period close to one hundred dollars worth of pencils, paper, erasers, rulers, notebooks, and other school supplies will be sold. The store is open from 8 to 9 and from 12 to 1. Supplies ordered the previous May are stored and shelved and the inventory is checked. Twenty to twenty-five clerks take turns at the work—from three to ten at a time the first few days. Two children are kept busy receiving applications for membership and payments for ownership shares in the company. Each membership certificate shows the name, date of admission, library num-

ber, and amount paid in. A stub with identical data is filed in the store safe.

The treasurer takes the money from the cash register, checks the manager's count, and deposits the amount in the school bank, where a proper entry is made in his bank book. He also receives a receipt. The bank book will be carefully guarded as the source of information for required monthly, semi-annual, and annual reports. It is needed, too, for calculation of the school's three per cent sales tax and graduated corporation income tax.

All Skokie corporations which are not government owned pay a tax on the excess of income over expenses of business, which it returns as property of the corporation. If a corporation reduces costs to purchasers by returning part of the money they pay for goods and services, of course it does not pay taxes on the amounts returned.

Since only co-ops make such refunds, tax officials and others are sometimes confused and unintentionally discriminate against cooperative corporations in favor of profit corporations. If a profit corporation decides to be satisfied with less profit and to return part of its income to its customers, its refunds—like those of the co-op—are not taxable.

Patronage refunds complicate bookkeeping. At the time of sale a clerk records the amount, date, and library number of the purchaser. Later the bookkeepers sort the sales slips and record the purchases of each member and each non-member patron. At the end of the year these records are used as the basis for computing the amount of members' refunds. In the case of non-member patrons the refund is credited toward the purchase of a share.

Rent on the store, paid to the school government (council) is relatively high. Last year it amounted to \$13.15. This is because the store occupies a particularly good room in an advantageous location.

Though practically all Skokie children make purchases at the store, usually less

than 20 per cent are members. Most of these are quite active in its governmental and educational phases and in such activities as clerking, bookkeeping, taking inventory, caring for money and property, etc. They find it necessary to read, listen, and inquire carefully and thoughtfully if they are to achieve gratifying rather than painful results. Successful operations depend on a responsible attitude, accurate knowledge, precise statements, and appropriate action. The sponsor does not dominate, make decisions, nor direct the pupils. He helps, he challenges, he needles; sometimes he can hardly fail to inspire and enlighten.

Commercial education through such a children's cooperative, which is considered an integral part of the curriculum, is a far

cry in conception and practice from the vocational courses in shorthand, typing, bookkeeping, salesmanship, and the like, that are commonly offered in high schools. The emphasis is much more on promotion of child growth and community welfare; on economic citizenship and the purpose and obligations of business; on management, ownership, employee, civic, and consumer rights and duties, as well as skills. It does not take the place of common commercial and consumer courses. Rather it relates and motivates them, giving them the significance and dignity of social studies. And by capitalizing upon children's strong desire to grow up into the fullness of man's estate it can help social studies both to "get down to earth" and to probe the clouds.



## "IN MY OPINION . . . "

*This department will appear from time to time. Readers are welcome to express their opinions pro or con on anything that appears in THE CLEARING HOUSE, or to comment on current problems of secondary education. We shall publish as many letters, or excerpts from letters, as space allows.—Ed.*

### To The Editor:

There appears an article in the October issue of THE CLEARING HOUSE to which I must take exception, "3 Sweetest Words in the English Language." In that article the author makes the statement, "The classroom teacher gets least, the supervisor more, the principal still more . . . People ought to be paid for teaching. Administrators must be paid, of course, but put them where they belong in the salary schedule."

The idea that all a supervisor has to do is to wear thin the seat of his pants shows monumental ignorance of what a supervisor really has to do, and an ignorance of the art of teaching. There are few supervisors who do not have to teach parents, teachers, children, taxpayers, board members, judges, and many other individuals. I think it is exceedingly unprofessional for a person to make smart assertions—similar to those made during the smear campaigns of recent years—assertions that cannot be proved by the facts. The people trained in logic

recognize the fallacy of hasty generalization.

Charles A. Tonsor, Prin.  
Cleveland High School  
New York City

### To the Editor:

I have just read with deep interest the article in your September issue by Mr. Bertrand W. Hayward entitled "Educational Conventions Are Unfair to Teachers."

I am in hearty agreement with most of the sentiments expressed therein. However, I fear that the author is guilty of the approach in his article which he so roundly condemns in his description of teachers' convention speakers of the "damn-education type."

Mr. Hayward tells us educational conventions are wrong on "this, that, and everything." How about having Mr. Hayward give us in his very vivid style some constructive suggestions in regard to the moves necessary to make positive improvements in the conventions—an institution, incidentally, which in education as in other phases of our life is as permanent and American as ham and eggs?

Irwin O. Addicott  
Asst. Supt. of Schools  
Fresno, Calif.

# THE VETERANS LIKE TO LEARN

By  
**EBER JEFFERY**

**D**O YOU WANT to have some fun, genuine enjoyment, even while engaged in the proverbially drab occupation of school teaching? Well, I know how. Get an assignment to the history staff of the veterans' school. Hurry, for the vets' schools won't last forever, and when they have been discontinued you may have missed the most satisfying experience that can come to a classroom teacher.

After more than thirty years in education—first grade to the graduate level, much of this time occupied with rather grubby experiences—I have found the work that is all fun and no gripe. From now on I want always to conduct American-history classes for veterans just back from the wars.

So far as they will let me, I play at re-living their experiences. My vicarious exploits already include many thrillers, bailing out through terrific ack-ack over the Ploesti oil fields, for example, and struggling up the sides of Aleutian mountains through impossible fog and snow to extricate the bodies of crashed airmen. My imagination had to work overtime to endure 370 rugged combat days slamming

a tank through the mud and rocks of the heart-wrenching Italian campaign.

And was I disgusted when after piloting a plunging truck a thousand miles over the indescribable Ledo road to Kunming, the hopeful Chinese found that the load of ammunition was of the wrong kind and the truck ready for the scrap heap! What could be more drastically disillusioning than to be hauled out of the icy water near the southeastern shore of Greenland, puking sick from swallowing oil and salt water, only to find the British sailors provoked and irritated at having to bother with us? Hitting the beach with a first-wave platoon of infantry at Biak was one of life's serene moments compared with our feelings when a Jap ship discovered our sub and let go with a dozen depth charges out there in strange Sumatra waters. We never have figured out how our craft escaped, with so much vital equipment smashed beyond use.

For straightout big-time horror, though, two nights between the lines on Saipan are about tops—left eye pierced by a .25 caliber slug, legs in shreds from a shell burst, gaping bayonet wound in left shoulder—pretty sweet sensation of relief when the medics finally appeared with water and cigarettes. Best of all this vicarious fighting, perhaps, were the days when "I am a bazooka man." And did we pour it into the krauts' emplacements around Belmont; anyway, until an 88mm. projectile exploded nearby and carried away chunks of cheek, shoulder, and head.

There's been diverting duty, too, like KP, when the cooks would amuse them-

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**EDITOR'S NOTE:** *Maybe you have been doubtful about the idea of teaching classes of veterans. Dr. Jeffery has been doing it for a year, and has found it so enjoyable that he offers this advice: Run, don't walk, and get an assignment to teach a veterans' class in American history. But let Dr. Jeffery tell you about it. He teaches in Veterans High School Center, Washington, D. C.*

selves having snowball fights—ammunition, hamburger, which really can be scraped off the wall, fried, and stretched out with spaghetti seasoned with cigarette butts to help fill the vultures up. Days and days of wild adventure, crazy night life, and unbearable loneliness without leaving my own classroom.

Now don't bother to suggest that it wouldn't be so enjoyable if I had lived through some of the frightfulness in reality. I've got to try, haven't I? To try to comprehend how long, dull months of routine duty in an obscure military post have affected a person's thought habits, or to try to appreciate the views of a veteran just back from four years of duty under the rigorous regulations of the submarine service?

A teacher might try too hard. In spite of all the guff we had to listen to about the proper and judicious treatment of returned service men, they have turned out to be an astonishingly normal body of men. Not normal exactly, either—rather, abnormally eager to learn, abnormally courteous, abnormally sure that the United States is the grandest spot on this planet, and abnormally sure that another world conflict will occur in the not distant future.

Here they are in person, very much alive, husky, intelligent, unlettered, virile individuals, returned from adventures so fantastic as to defy imagination and benumb the power of expression; here they are in this schoolroom ready to learn something of the story of the nation which sent them forth on such phenomenal missions. Who could think up a more stirring challenge to one's teaching conscience? Could any other group so call on all of the teacher's power to impart a vision of living values in a democratic republic?

Besides, we had better get these values right. For the veterans, right or wrong, are sure to wield political power more potent than any other pressure group we have

had. The chance to place before a small number of these men a glimpse of the *American Dream* of equality and opportunity cannot be lightly regarded even for an instant. The story of America carries immeasurable added thrill when the class is composed of men recently engaged in the actual fight for the preservation of the *American Dream*. Sentimental idealism? Posh! None of you sour-minded cynics or deadpan research workers is ever going to talk me out of the element of heroics in history.

The operation of economic changes is important enough, also entirely too baffling for a coherent narrative. Statistics concerning wealth, population, resources, revenue, and income can be arranged into interesting compilations. I know more of them than any person I ever met. But an ethic is better than a statistic any time in regulating affairs among men and among nations.

These veterans are full of experience and full of faith in themselves and in education. Theirs is a receptive attitude of mind for whatever training our schools may provide. An essential aspect of the challenge to the history teacher lies in directing this faith and eagerness towards the problem of achieving a lasting peace. For the most part the vets look upon international cooperation with skepticism. Even the badly disabled and those who have experienced the greatest hardship seem to believe in the inevitability of war and the futility of preparations for peace.

This attitude is to be accounted for in part, I think, by the fact that these men, naturally not cautious history students, have substantial knowledge of their own war and their fathers' war and, in many cases, of their grandfathers' war. Hence, the easy conclusion: One generation, one war. Then, too, there's the ever-prevalent notion that wars result from a native instinct of pugnacity (it's human nature to fight). It is therefore no easy matter with

this type of student to develop the thought that early success in designs for international peace is possible or probable.

Another troublesome phase of instruction is money. Not that currency problems ever are easy and clear, but billions have been pitched around in recent years with such utter abandon that the 20-30 age group has little notion of the nature of money values or of the meaning of government credit. The men are also badly confused over the issues in employer-employe controversies. The list of puzzling questions about the history of this country on which the veterans need careful counsel could be greatly prolonged. All contribute to the fascination of this important work.

So what? These two thousand overgrown and over-aged high-school pupils from the District of Columbia will hardly make or break America. However, 61 per cent of the personnel of the armed forces had not reached the twelfth year of their schooling when they entered the service. The vote of each of these citizens carries the same weight at election time as that of the Yale graduate or of the Great Books addict. An injury hurts one of them just as much, too, and one of their grievances probably is harder to redress.

Currently the most publicized problems of veteran education seem to be related to overcrowding in the colleges. Yet we in the secondary-school field have a unique opportunity in schools set up for veterans only, temporary of course, and inadequate naturally. I can only hope that the educa-

tional dish we serve may contain lasting nutritive value.

Furthermore, I am now making use of my big chance to shout, "I told you so." How absurd the notion was that the boys leaving for the services would lose all desire to go back to school. I kept telling everybody that enrolments would skyrocket to surprising numbers in the early postwar period. While reliable figures are not available, probably the number of men spurred on to further education by military experiences greatly exceeds the number whose school program was ruined by the war. Slovenly planning by the colleges and feeble arrangements by secondary-school authorities have operated to cheapen current programs. Pretty coarse fodder is offered frequently instead of the rich, meaty diet the veteran student body is capable of assimilating.

Whatever the outcome over the nation, I personally find the keenest sort of pleasure in the multifarious reactions of a body of students with a background full of miracles. Part of the pleasure is due to the fact that in this accelerated program we are not loaded up with thirty-nine different kinds of odd-job drudgery that have little or nothing to do with the learning process. I do not have to toil as a watchmaker digging post holes.

I cannot say with quite the fiery spirit of my Nisei friend and pupil, Tito O'Kamoto, "Now I am a bazooka man!" But I can say, with some self-satisfaction, "Now I am a schoolmaster, at last *teaching school*."



### *4-H Club Work*

Four-H Club work is one of the finest educational experiences that boys and girls can have. Too many of us think of the school as the only educational force in the lives of these boys and girls. But in Ohio, 4-H Club work is so well organized and directed that it serves as a supplement to our schools and to our school programs. . .

The 4-H Club program lays the foundation for character and the future life of our boys and girls. This, after all, is the real objective of all youth and citizen building organizations—the church, the school, the home—4-H Clubs—all are agencies to build and to develop character.—C. H. WILLIAMS in *Ohio Schools*.

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# Why Pupils Elect FOREIGN LANGUAGES

By WILLIS N. POTTER

YOUNG GEORGE, who is about to enter high school, has before him the task of arranging a study program for at least one year. His vocational plans are still in an unformed state. The school offers to its ninth graders the usual English-social studies-mathematics-science program, and also Latin, French, Spanish, or German. Shall young George begin the study of one of these foreign languages?

He confers with his guidance counselor, his classmates, and his parents. Each has a different idea, varying from the teacher's personal qualifications to young George's chances of becoming one day the ambassador to the Argentine. In the end, he probably enters one of the language classes, with results either pleasant or dire.

The true reason for his decision to take up the work may be rather obscure to everyone except himself, but at any rate it has been cogent enough to cause him to give many hours of his youthful life to the study of another tongue.

When we think about young George's problem, we remember that foreign languages in the American secondary school have for many years had their periods of good and ill fortune, changing with the

important political, social, and economic developments in the nation and in the world. Yet, for all their vicissitudes, the languages have continued to maintain respectable places in the curriculum. It appears that many people believe staunchly that there are excellent reasons for studying Latin, French, German, Spanish, and the rest. And this belief is held in the face of a rather strong movement on the part of those who sharply deny the socializing, humanizing, or utilitarian values of foreign-language study.

The problem of why pupils elect foreign languages has most often been approached from the standpoint of the teacher or the administrator, rather than from that of the pupil himself. Though some high-school young people are incapable of explaining or justifying their own choices, it is nevertheless true that the pupil's statement of his attitude toward foreign-language work should be of primary interest.

In an attempt to discover the pupils' own reasons for electing to study languages, a question list was recently submitted to 597 members of Latin, French, German, and Spanish classes in five village high schools, with a total enrolment of 1,535, in western New York State. Among the questions asked was this most important one: "Why did you decide to study this foreign language?" The ten most common reasons given, listed in order of frequency of occurrence and with percentage of enrolment stating each reason, were as follows:

EDITOR'S NOTE: Mr. Potter studied the foreign-language situation in five high schools in small communities, where some 10 per cent of the pupils are enrolled in Latin, French, German, or Spanish classes. Here he reports on the reasons why the pupils had decided to take a foreign language, and whether they are happy about their choice. Mr. Potter is principal of East Rochester, N. Y., High School.

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| 1. "To meet requirements for entering college" ..... | 72.4 |
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2. "To use in my occupation in later life" . . . . .	40.7
3. "To use in travel" . . . . .	32.1
4. "To improve my English" . . . . .	23.2
5. "Because my parents wanted me to take it" . . . . .	19.7
6. "It is interesting and I enjoy it" . . . . .	15.9
7. "To help me to understand the cultures of other nations" . . . . .	15.1
8. "To use in private reading for pleasure" . . . . .	13.3
9. "To help me in study of other foreign languages" . . . . .	12.0
10. "To use in listening to foreign broadcasts or seeing foreign-language plays or films" . . . . .	5.8

It is evident that the question of college admission holds a paramount place in pupils' minds when they elect a foreign language, because nearly three-fourths of the young people gave that reason. Clearly, the great majority of boys and girls who study foreign languages in the high schools are college-entrance people. Of the 597 answering the question list, 78.3 per cent stated definitely their intention of attending college, 15.9 per cent were uncertain, and only 5.8 per cent indicated that they planned no college work.

The belief that the foreign language will be useful for occupational purposes stands about as expected for the modern languages, but is surprisingly high for Latin, with a 50 per cent occurrence. Vocational information about these students showed that many were interested in scientific and medical studies and therefore anticipated the value of Latin for those purposes.

International understanding and travel took a strong position, especially in connection with Spanish and French. Nearly two-thirds of the students of Spanish and more than one-half of those of French believed that they would find their knowledge of the foreign language worth possessing in later life when they visited other countries.

About one-fifth of the foreign-language pupils gave parental influence or opinion as one of the reasons why they undertook the study of the language. Only .9 per cent said that they took the language because they liked the teacher, and only .8 per

cent because their friends were taking the subject.

Another question asked of the pupils was: "If you had it to do over again, would you begin the study of this language in high school?" The percentage of affirmative answers was 83.7 for Latin, 80.4 for French, 93.4 for Spanish and 95.8 for German. The indication was that comparatively few had changed their minds about the desirability of the work, although the study had been rather difficult for many, especially in the case of Latin.

To the question, "Do you think this language will help you in your English?" affirmative replies were given by 99.3 per cent for Latin, 90.2 per cent for French, 67.5 per cent for Spanish, and 66.7 per cent for German. About 85 per cent of all the language pupils believed that the work would help them in their social studies. Almost 75 per cent stated the opinion that language study would be of later value to them in their vocations.

There has been an increase in the proportion of foreign-language students in the five high schools, according to information obtained for 1943 to 1945-1946. This increase, small but perhaps significant, in the percentage of total enrolment who are listed in language classes, showed 2 per cent for Latin, 5.7 per cent for French, 13.8 per cent for Spanish, and 30 per cent for German. For all the four languages combined, the percentage of increase was 6.6.

The conclusions drawn from results of the investigation which I have briefly described are, in general, complimentary to young people of high-school age. Those of average or better than average intelligence, at least, are fundamentally realistic and practical about matters concerning their own future welfare. Their objectives in undertaking language study are possibly better defined than we would at first think.

The pupils' goals for high-school foreign-language work, as derived from their

replies on the question list, might be stated as follows:

1. To gain such academic credit in the foreign-language field as may be likely to be necessary for admission to the higher institution of our choice.

2. To acquire one or more language skills, beyond the use of our native tongue, which may be of valuable service to us in our later occupational training, in travel, and in our vocational life.

3. Through the study of foreign language, to view in truer perspective the form, structure, and historical substance of English, and thus to improve our English in our rhetorical usage as well as in our literary studies.

4. To give us a more enlightened out-

look on other peoples, their social, political, economic backgrounds, their artistic and cultural heritage.

5. To provide for ourselves the enjoyment of reading, writing, and speaking a language other than our own.

We might conclude that the foreign languages will continue to hold an important place in the secondary-school curriculum if they can be taught vitally and dynamically, if the boys and girls can feel certain that their study of the languages will contribute truly to their growth as well-rounded personalities equipped to live in a happy and successful way in the American democracy and in this "one world."



## \* \* THE SPOTLIGHT \* \*

### *Excerpts from articles in this issue*

As long as we assume that a certain body of facts is essential for all pupils of a given age we run into trouble.—*Joseph Butterweck*, p. 196

None of your sour-minded cynics or deadpan research workers is ever going to talk me out of the element of heroics in history.—*Eber Jeffery*, p. 215

All of the thousand and one tensions that teachers experience could properly become the targets of a strong professional organization.—*Forrest E. Long*, p. 244

But one is sometimes inclined to believe that in ascertaining to what degree we achieve certain professed educational goals, we are still in the grunt stage.—*L. E. Leipold*, p. 240

I can think of several teachers who are rated as "whizzes" by their school heads. I've visited these teachers often; I know their work well and I think it is weak as water.—*Opal Waymire Beatty*, p. 229

She stiffened with resentment if a pupil came to class one minute late. She reacted to a titter at some momentarily amusing incident in the classroom as though her personal privacy had been invaded.—*Rose Friedman*, p. 233

The time seems to have come when we should stop forcing ourselves to believe it our duty to keep our level of teaching on a low enough standard that the most backward child in the room will receive benefit.—*Jeannette Herrman*, p. 225

First, let's drop the "English" and call ourselves communication teachers. In our daily living that word is vital and meaningful. "English" staggers under the weight of meanings that millions of people have thrust upon it. We teach communication.—*Mildred Schmidt*, p. 236

If Skokie Junior High School is what it ought to be, it is serving all institutions as a sort of educational pilot plant, a pattern for human relations. It experimentally demonstrates how to produce social understanding, social inventiveness, cooperation, and responsibility.—*S. R. Logan*, p. 201

The friendliest enemy found within the pages of school papers is the oft-abused gossip column. In the past its splendid possibilities were overlooked to such an extent that its very presence in school papers entered in national contests caused the judges to discredit such papers.—*Sister M. Vianney*, S.S.J., p. 238

# PROFESSIONALISM: Code for a Complex Job

By  
**WALTER GINGERY**

MUCH HAS BEEN said about professionalism among teachers. We all, habitually, speak of "the teaching profession." Yet I do not know that the term conveys the same meaning to all of us. In fact, for many of us, I doubt if it has any very clear or definite meaning at all.

Of one thing I am sure; that is that I have no better right, nor deeper insight, to discuss professionalism among teachers than many who read this. However, I have given some thought to the subject and will present the product of my thinking.

There are reasons why teaching can be viewed only as a profession. The activity of teaching concerns human personality, the minds, the hearts and the emotions of children and youth. The world has no other possessions that can compare in value with these. The men who make shoes or automobiles or great buildings may slight their responsibility and someone will lose profit or utility or even beauty—but if we are guilty of malpractice, personalities may be warped, characters may develop defects, and because these things are communicable, whole trains of undesirable effects may eventuate.

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*EDITOR'S NOTE: Mr. Gingery attempts in this article to develop and discuss the outlines for a workable code for the teaching profession. A committee of teachers of George Washington High School, Indianapolis, Ind., where the author is principal, asked him to present his ideas on the subject at a faculty meeting. This article is based upon his talk to the faculty.*

We most frequently think of medicine, the law, dentistry, or the ministry as professions with which to compare ours in order to keep our perspective. A careful comparison will demonstrate that need for professional standards among teachers is not less than, but perhaps greater than, among members of these other professions.

Consider your dentist. Many physical ills may conceivably be traced to defective teeth. If your dentist fails to prescribe and carry out the proper treatment you may suffer and ultimately lose some teeth, but in all probability you will not lose your soul from that cause. Nor is a person likely to become a public charge because of improper dentistry. On the other hand, these misfortunes may quite possibly visit a child because of inadequate handling at school.

The medical doctor's case is not radically different from that of the dentist. He cares for the body when it becomes ill or he attempts to keep it well. He may fail in either effort and the result be disastrous to the physical welfare of the patient.

In contrast with these professions the teacher is charged not only with maintaining normal intellectual activity but also with actually causing it to develop and grow, and at the same time he must promote the growth of healthy moral and emotional structure.

The lawyer's responsibility has two directions of activity. One deals only with property. The other, which affects persons, is concerned either with removing them from social contacts after they have failed or with attempted rehabilitation. Lawyers and doctors have scant contact with the life

of the normal, mentally healthy individual. Possibly the responsibility of the ministry comes nearest of all the professions to paralleling that of the teacher. The minister is charged with the care of the spiritual and moral and, of course, in some respects the physical or economic welfare of his flock.

The services of the minister, however, if they are used at all are usually sought voluntarily by the patient. On the other hand the teaching profession, through the instrument of law for which the profession is largely responsible, thrusts its services, willy nilly, upon almost all people for at least ten years of their lives.

All of us are aware of some very definite reasons why teaching cannot be a production-line or factory type of job.

One of the characteristics of the factory product is uniformity, both of raw material and of output. The higher the degree of uniformity the more acceptable is the product. A unit which deviates too far from this standard is rejected regardless of excellence of material or workmanship. A connecting-rod bearing insert might be ever so perfect in material, tooling and finish, but if it were five thousandths of an inch undersized it would be nothing but scrap. In the school, on the contrary, no two children are ever alike when they arrive at the school and no two of them ever desire to be prepared to fit exactly into the same niche in life. Hence each child presents a unique situation to be studied and met in the most appropriate way for the particular child.

This situation makes it impossible for a teacher ever to work by rule, as can be done in a factory. It also makes it impossible to do time studies or efficiency studies on the teaching process, as can be done in industry.

Raw material for the teaching process cannot be selected. Every child (unit) in the community is to be accepted and subjected to the particular treatment that is best adapted to that child's needs. Every

act of teaching, therefore, requires its own analysis of circumstances, its own judgment about type of treatment, and its own measure of the results of the treatment. In this process no unit can be scrapped. Industry expects to throw a certain percentage of its product onto the scrap heap, but every child is to be kept in society and made as useful a member as possible.

This is no job for a workman to do by the hour, under the supervision of a boss, according to prescribed rules—and when the whistle blows to be forgotten until it blows again tomorrow morning. It is a task that calls for the deep understanding that comes from broad and continuing study. It calls for devotion that does not consult the clock or the payroll.

Teaching requires skill—but it requires so much more of breadth of background, understanding of human nature, knowledge of life, and faith in the ultimate rightness of things, that the skill is by far the lesser part.

By a simple act of weighing or measuring, gauging or counting, a boss can tell how much work a man in industry is doing and how well he is doing it.

No such simple rule or process exists for evaluating teaching. No supervisor can tell by one or even several inspections whether the end result will be what is desired. This fact puts upon the teacher not less, but more, responsibility. Since a supervisor cannot supervise so closely, the teacher himself must accept the added responsibility of being as sure as possible that he is right.

What, then, constitutes professionalism in teaching?

If we attempt to find our answers to this question by comparing our profession with others we may easily miss the point. As remarked earlier in this article, the medical profession is often used for purposes of comparison. In these comparisons we are apt to be led to consider what that profession calls professional ethics.

Ethics in that sense may represent the

least professional and the least important part of the doctor's relationships. As he interprets professional ethics, it is likely to be a code of relationships adopted to protect members of the profession from payment of penalties for their mistakes. It may also be invoked to protect the profession from overcrowding and from undesirable membership. All these functions of a code of ethics are important, and they are equally important for the teaching profession. Nevertheless they are less important than several other phases of professionalism.

The item of first importance in the code of the teacher should be the recognition of the divine worth of each child. The Church, the State, and the home—the other three great institutions that, with the schools, maintain our society—are predicated upon that premise. Not all societies are built upon this foundation, but very definitely, America has grown great and powerful with it and—I am convinced—because of it. Here we can get a parallel with medicine.

The doctor will bind up the self inflicted wounds of the convict with the utmost care, even if it be for the sole purpose of making him able to walk to the electric chair. The doctor never asks if the patient is worth saving or if he is better off alive than dead.

So it is with us. A professional teacher never asks whether a particular pupil is worthy to be taught. The question is, what should he be taught, or how should he be taught, or when should he be taught? Or what should be done for him to make him more teachable? But never—should he be discarded?

The remaining items of the code are corollaries of this first proposition.

If we recognize the divine worth of the child, every act of teaching takes on infinite significance. No teacher can make infinite preparation for each task, but the teacher's capacity for work and not the importance of the task limits the time and effort to be

spent. The teacher recognizes that his contribution is never adequate for the importance of the task.

Recognition of the divine worth of every child and the infinite importance of every teaching act has a significance in relation to the salary to be paid for teaching that may not always be thought through to its conclusion. I once knew a minister who embarrassed an already confused bridegroom when he asked the amount he owed for the wedding service. The minister's answer was, "That depends on how much you think the bride is worth." Obviously, at that stage of married life the minister would force the groom to begin as a bankrupt.

So it is with teaching. No expert teaching task can be reckoned in dollars and cents. No amount of money could take the place of a good job of teaching, for no amount of money could compensate for the destruction of the integrity of the child's personality if the teaching were poor. Salary, therefore, is not a reward for teaching to be based on the excellence of the teacher. No amount of salary could adequately pay the good teacher, and by the same token the poor teacher would be too expensive if he served gratis.

Salary is paid to enable the teacher to live and continue to teach most acceptably. The amount of the salary should be governed by two factors only. These factors are (1) the amount that will enable a teacher so to live and educate himself and free himself from worry that he may best equip himself to teach and may render the best possible service; and (2) the amount that will attract and hold in the profession the type and number of recruits who will be best able to carry on the profession.

The justification of salary or salary increase is the improvement of teaching—not a reward or compensation for good teaching.

If we recognize the divine worth of each child and the infinite importance of each

teaching task, we can understand why no teacher has time to carry on purely for purposes of financial gain, a job in addition to his teaching assignment.

It is quite possible that an outside activity, that may involve financial remuneration, will so stimulate or broaden the experience of the teacher that his pupils will profit more from the experience than they will lose from the loss of time taken from his regular routine. The measuring rod, however, is the excellence of teaching and not the financial rewards to the teacher. Supplementing by outside work the income from what should be a full-time job will, if generally practiced, result in lowering the standard both of teachers' pay and of teaching work.

If we recognize the divine worth of each child, the problems of teaching load will assume a somewhat different aspect. Teaching load has received consideration since the advent of standardized, multi-room schools. The man who was my high-school teacher was not aware of his teaching load. He taught all of the classes in a four-year high school and supervised all the extra-curricular programs.

Actually, each new duty that can be effectively assumed offers, to the devoted teacher, an additional opportunity to render a service that is uniquely his own. Of course, to the clock watcher, or time server, it is only another irritation to be endured before the hour of freedom from the grind. The catch comes in the phrase, "can be effectively assumed." I have seen teachers deplete their energies to the breaking point by their painstaking and conscientious effort to do effectively what they considered their duties.

At the same time, we must be aware that we have teachers whom we consider conscientious and efficient and who, in addition to a standard or normal teaching load, have time and energy to take on—for patriotic reasons or for profit, or perhaps for both—a quarter or a half of a full-time

employee's load elsewhere. Obviously such a person has not considered his teaching load a "breaking" one.

It is the responsibility of administration to distribute teaching load as equitably as possible, and it is the responsibility of the teachers to assist administration by furnishing all available evidence about this distribution. When each teacher looks upon each task as a pleasant opportunity to render a significant service in improving his fellow men, he will fret less, and assist with the loads of others more willingly.

Ideally every teacher should have time and energy in addition to the daily toll taken by his job, but not to spend in gainful occupation nor in self indulgence. To be useful this time should be spent in living on an ever better level, in building up one's store of experience, understanding and sympathy so that service to one's pupils can grow more and more effective.

If there is to be feeling over the distribution of responsibilities, the teacher who receives the few, not the one with many, should be the one hurt.

While we incline to be critical of the use made of a "code of ethics" by other professions, such a code does serve some useful purposes. It sometimes stimulates discussion that helps a member orient himself. It often serves as a floor to hold a certain minimum level of performance for the weaker members of the profession.

Such a code always involves two loyalties. A teacher must be loyal to the institution he serves. A former superintendent used to say—a teacher must know whose team he is playing on and stay on that team.

A teacher may be out-voted in deciding upon a policy or might, in fact, have only very indirect voting representation in the adoption of policy. Nevertheless, he is a member of what should be an integrated group, and so long as he retains that membership the policies of the institution should be supported loyally.

The other loyalty is to his fellow-teach-

ers. This is the loyalty in which the medical and dental professions excell. Schools cannot be tops without excellent teachers. Excellent teachers cannot be retained in a teaching group that does not have group loyalty. To promote the welfare of the schools, we must promote the welfare of the teachers—and one necessary item is group loyalty.

Another important item in our code should be a recognition of the necessity of keeping abreast of the times in a professional way. In some systems, teachers have been given tenure. A retirement age limit has been established. Coasting from tenure to retirement is unprofessional. So long as a teacher remains in the profession he should consider it his obligation to do whatever is necessary to keep his services at the highest possible level. If you can't keep growing, retire!

Just as any other right-minded citizen recognizes his responsibilities for the general welfare of his community, large or small, so should the teacher. Any good citizen allies himself with his community and assumes some of its burdens voluntarily. The teacher can do no less.

In the years just past, we have had real opportunities to take the measure of our community service. There have been many calls for the sort of thing teachers can do well. Rationing, civilian defense, blood donations, scrap drives, are examples.

If you ruminant on this topic you will add many items to the code that are important and have not been mentioned here. If this article provokes some serious thought, it will have served one useful purpose. If it helps direct that thought into productive channels, it will have served another.



## Too Expensive for Me

Under the circumstances can anyone reasonably expect that a young man or woman of brains can consider entering the teaching profession? If he has enough ability to be a teacher he will realize that the world costs too much to live in on a toy salary. He will know that every man who has teaching blood in him will have to live by his wits and teach outside the ranks of society's rising race of teaching pygmies.

The suicidal neglect of teachers is almost universal and there are no signs of any social repentance. It is not as if there were no men and women suitable to teach in this kind of a world. There are teachers in today's classrooms who are so mighty that they are making giants of their pupils. Only this week I had a letter from a woman who says her three years as a child under Francis W. Parker in Chicago had a constructive effect on her whole life. Within a week I have seen a teacher of children at work whose human powers and teaching ability are priceless. In spite of things to prevent it a few such teachers find places where they can be paid enough to live passably well. . . .

In a world which pays for everything else the long price, no smart young man or woman who wants to teach can afford to do so. Rather must young people reflect that unless society pays the best kind of young men and women a price that will permit them to use this expensive world for the good of the young, then they will have to do something else than teach.

Yes, this world is too expensive for me, and so I say to young men and women who think they may like to teach, it is too expensive for you. Twaddle about the atomic age and the human giants who must operate it is a laugh. If society will pay through the nose for this, that, and the other type of half developed person and leave the rising generation to be taught by worms then the rising generation will be worms.

In the kind of a world that is coming such a generation of worms will be your children and mine, and they will be crushed to a pulp under the heel of events. For that kind must and shall make new wars to die in.—A. GORDON MELVIN in *The Educational Forum*.

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# Why Sacrifice the CREAM of the CLASS?

By JEANNETTE HERRMAN

THE TIME SEEMS to have come when we should stop forcing ourselves to believe it our duty to keep our level of teaching on a low enough standard that the most backward child in the room will receive benefit.

As a matter of fact, it is bad enough that we cater to the so-called "average" pupil, while the superior student sits back, becoming more and more a nuisance because he is given little or no attention. And who can blame him? Is there any incentive to spur him on?

Yes, I am familiar with the suggestions advanced for helping these accomplished students. How many times have I raised the question of what to do with Bill Brite and three or four others while I am still plugging away trying to teach the rest of the class how to recognize a sentence and have received the answer "Give them extra

work." So I find myself giving Bill and his "pals" extra work and teaching fifteen others a lesson they should have learned in the grades. As a sideline, I am groping about for some first-grade illustrations for those who aren't quite the average—all in sixty minutes or less!

Just where does that leave Bill and the other four? How much time is really left to show these five some of the finer points of writing, or ways to develop a deeper appreciation of literature or do anything of a constructive nature? They are capable of doing better work than the rest of the class. Must their potentialities remain latent and must their capabilities continuously be frustrated?

Again, I may be told, "Let them help the slower students," but I think to myself that they could be using their time to better advantage than by trying to show I. Q. Lowe how to know whether or not something is a complete thought. Lowe doesn't care in the first place and considers it more or less a grand opportunity for some horseplay.

Still, the mentally deficient pupils will be promoted by the grace of the faculty—and the more benevolent grace of the administration—into the next class at the end of the year, with the result that the standards of each grade are so low that even an average pupil is getting to be a pretty sorry example of what a high-school sophomore or junior should be. The justification for this practice is that to hold back anyone these days makes him "socially maladjusted."

Our democratic system of education

EDITOR'S NOTE: About her four and a half years of public-school teaching, Miss Herrman wrote to us: "That was all I could stand!" She objected to the liberal promotion policies that offer secondary education to "everybody," and disliked spending her time on average and slow pupils when she felt that she should be concentrating her attention on "the cream of the class." When Miss Herrman wrote this article she was librarian and an instructor at Wesley Junior College, Dover, Del., where "we have a better opportunity to weed out right at the beginning." She is now librarian of New Berlin, N.Y., Central School.

tends toward handing out high-school diplomas with no more discretion than some cities use in handing out divorces. This is considered democratic! Sometimes I think I see some faults in democracy. To my way of reasoning, not all pupils are going to have an equal chance, anyway, as the situation stands. Why should the cream of the

class be sacrificed on the altar of such an educational system? We should already see its fallacies.

How long are we going to continue this farcical principle before we recognize that our Bill Brites need to be adequately trained for the leadership we so desperately need?

## \* \* \* FINDINGS \* \* \*

**CURRICULUM PROBLEMS:** Remedial reading is the most serious problem in the high-school curriculum, according to a survey in which 283 Michigan superintendents cooperated, states Clifford Woody in *Journal of Educational Research*. Some 46% of the superintendents felt that way about remedial reading. The second and third most "Serious problems" in high-school curriculums are indicated as follows: "A suitable curriculum for non-college students," mentioned by 43% of the superintendents; and "How to provide recreational and extracurricular activities for transported pupils," by 39%.

**SALARY:** The average salary of classroom teachers in New York State (exclusive of New York City) increased only 19% between 1939 and 1946—from \$1,702 to \$2,035—announces the New York State Teachers Association. But not all teachers in the State benefitted by anything like a 19% increase. The average salary of inexperienced replacements rose 50 to 100%. And part of the 19% increase was due to a gradual adjustment of elementary salaries to the increased preparation required. A difference of more than 10% between elementary and secondary salaries is not justified, states the Association. In 1939 the difference in New York State was 31%. Since then, salaries of elementary-school teachers have risen 22%, and of high-school teachers, only 15%.



**EDITOR'S NOTE:** *Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.*

**CRISIS:** Of almost 10,000 one-teacher schools in Illinois, states Herbert B. Mulford in *School and Society*, 1,500 are closed, chiefly for the lack of teachers. In many larger systems in the State, hundreds of classrooms are closed. About 4,000 emergency certificates have been issued to inadequately trained teachers. Of students preparing for teaching positions in Illinois, 88% are aiming at high-school work and only 12% at elementary-school work. An attack on the problem would be centralization—the creation of school districts large enough to provide good school boards, good financial support, good administration, good teachers, reasonable numbers of pupils for associational development, broad curriculums, and necessary attention to health and extracurricular activities.

**JUNIOR COLLEGES:** With the opening of 45 new junior colleges in the fall of 1946, there are now 630 junior colleges in the U. S. Increases in junior college enrolments, as compared with 2 years ago, are on the sensational side, according to an announcement of the American Association of Junior Colleges: "Junior college after junior college has managed to enlarge both its facilities and its staff to accommodate enrolment increases of anywhere from 400% to 2,000% per institution." Present junior college enrolment is 355,000.

**CREDIT UNIONS:** There are 19 teacher credit unions in Texas today, states H. B. Yates in *The Texas Outlook*. Operating on either a county or a city basis, these credit unions have a total of 6,089 members, assets of \$1,062,310, and outstanding loans of \$330,731. There were 32 teacher credit unions in Texas before the war—but rapid teacher turnover during the war was largely responsible for the liquidation of 13. Of those discontinued, practically all paid off more than 100 cents on the dollar.

# LET'S REALLY TEST EYESIGHT

*Is the Snellen card outmoded?*

By  
GEORGE F. McCHEY

FOR THE PAST three years I have been working with Flying Cadets, and have made a study of their rejections or "wash-outs" in the early stages. The greatest number of rejects was caused by eye defects. I wanted to know why this condition in each individual had not been discovered sooner and remedial measures adopted.

After some research, I came to the conclusion that the Snellen eye test, as used in all schools, prevents the early discovery of many eye defects. This is true for these three reasons:

1. *It tests only for visual acuity.*
2. *It does not show undesirable tendencies.*
3. *It gives a higher score than can usually be obtained under normal conditions because the test is conducted with one of the patient's eyes closed.*

In nearly every Snellen test this third condition causes a lazy eye to work, although ordinarily it may just loaf along. Many lazy eyes of 20/30 vision become 20/20 on the Snellen test because of the

occluded eye. In this case a patient with 20/20 in both eyes, according to the Snellen test, under normal working conditions would probably have 20/20 or 20/30 vision. When a flight surgeon makes this discovery he rejects the applicant—he must have 20/20 vision with both eyes open. After all, that is the manner in which he is going to use his eyes.

Visual acuity, however, is not enough. The Army Air Corps requires much more, such as freedom from color blindness, proper depth perception, and good ocular muscle balance. These, of course, are also demanded of the private pilot. I am convinced that eye trouble will keep more people out of the air than will any other defect.

Having satisfied myself as to why these defects had not been discovered sooner, I then tried to see what could be done about them. This led me to use the telebinocular testing device, that permits the patient to keep both eyes open throughout the entire test.

I have tested over five hundred young men, and in approximately every ten cases I have been able to salvage one for the Air Corps. This is a significant proportion when the fact is taken into consideration that hundreds of young men are being rejected daily because of the eye defects. In most cases, moreover, it is the more intelligent boys who fail the eye test—perhaps because they read and study more. *These boys we need!*

When the telebinocular testing device shows an undesirable tendency—a trend indicating a weakness that will eventually oc-

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EDITOR'S NOTE: During Mr. McChey's three years in the Army Air Corps he made a study of eye defects and eye testing of candidates which led to the salvaging for the Corps of many young men who ordinarily would have been rejected. Now back at his post as science instructor at Hope High School, Providence, R. I., he has participated in a new citywide eye-testing program which "has proved a great success." He gives the facts in this article.

cur—the boy is advised to see an oculist to determine whether eye exercises will correct his particular trouble.

In many cases exercises help. The best results have been obtained from exercise when the trouble lay in (1) ocular muscle balance, (2) depth perception, and (3) lazy eyes. *It is interesting to note that these defects do not show in the standard Snellen Test.*

To state just two examples of the effect of exercise, one man (Sam Yandian—now flying) corrected a lazy eye from 20/35 to 20/20 and another (Joe Wherry—now flying) corrected a depth perception from 50mm. to 15mm.; 30mm. is considered passing—the smaller the number the better.

Both of these boys had been rejected originally by the Army, but fortunately they had enough time to correct their eye faults. There seldom is enough time, however, as it usually takes at least three months to correct such faults. I have a list of one hundred boys now in the Air Corps who failed their first eye tests. They went to an oculist, were given eye exercises, and after a few weeks went back and passed their flight physical and every physical they have been given since. Of course, it must be stated that not all defects can be corrected by exercise—that is a matter for a competent doctor to decide.

A short time ago I tested one hundred aviation students, some from Hope High School and others from Central Evening High School in Providence, R.I. These tests gave the following results:

Passed successfully .....	74
Failed .....	26

Of the twenty-six who failed, three have been salvaged for the Air Corps, and twenty can have 20/20 corrected vision. Those who failed have visited an eye specialist and have either taken remedial exercises or obtained glasses.

As a result of what I have seen, I would recommend that all boys entering senior high school be tested with the telebinocu-

lar device. I would also suggest that all boys failing this test be referred to an oculist for remedial check-up. Along with the telebinocular machine, I would use the Army method of determining depth perception, since many failures here are due to the fact that the patient does not know what to look for. I would also make supplementary use of the American optical test, which is more complete than the telebinocular system for testing color blindness.

If these tests are given early enough, they will prevent much disappointment later on when these young people may have need for showing a high eye standard.

As a result of the foregoing report, the Providence School Department immediately began to test all high-school seniors, because they would have the shortest time in which to have eye defects corrected.

After all the twelfth-grade pupils were tested, we tested the eleventh grade, then the tenth grade. The results were very satisfactory, so we now maintain a definite eye-testing program for all tenth-grade pupils. By discovering eye difficulties as soon as possible, we have a longer time in which to check corrective progress. It might be well to add that a person having poor depth perception makes a very dangerous auto driver.

Our new eye-testing program has proved a great success. The older method hid many undesirable eye tendencies that the telebinocular discovers. Many of these growing defects can be corrected long before they develop into serious conditions. The preventive approach is far better than the corrective method so widely used at present.

We use both eyes at the same time, so let's test both eyes at the same time and thus record normal performance.

The Snellen card has long served its purpose. Let's retire this doubtful indicator of visual acuity and modernize our school eye-testing program by using the telebinocular.

# A WALK down the HALL

## *Some fallacies in judging teachers*

By OPAL WAYMIRE BEATY

**Y**ES, Miss A is an excellent teacher," said the superintendent of schools where I was visiting. "Everything is quiet and orderly in her room."

"Have you visited any of her classes?" I asked. "Oh no!" he replied. "I can find out all I need to know by just walking down the hall."

In amazement I wondered at the man's faith in his ability to evaluate a teacher simply by walking down the hall by the classroom. I had spent five hours of that day in Miss A's classes. I had observed that the quiet and order of which the superintendent was so proud was because the classroom was teacher-dominated. Encouraging some degree of individual initiative was definitely not a part of Miss A's educational philosophy. I knew that Miss A did not like teaching and that her methods were antiquated even though her chic appearance belied that fact.

As I reflected on this paradox, I recalled conferences with other school administrators and I began to ponder on criteria by which a teacher's ability is measured.

A teacher's popularity in the community

is one gauge. Mr. B was one of those popular teachers. A ready smile, a genuine liking for people, and a willingness to work made him a valuable person to have on committees, to head service projects. B could really put things over and he did—"One of the most capable men on our faculty," commented the superintendent.

But pupils commented that while it was always fun to be in his classes because of his good jokes and high spirits, he was never quite prepared to lead class discussions, so they just read aloud from the textbook.

No wonder! He was so busy "putting things over" in the community that he never had time to prepare lessons. Being a good promoter is not necessarily synonymous with being a good teacher (although it no doubt helps).

In a conference with another administrator, I was told that Miss C would not be asked back next year because she was not cooperative. She taught five large classes a day, visited the homes of many of her pupils, kept a large homemaking department in fine order, answered numerous calls from the community for help with personal and homemaking problems. After being asked to serve on the tenth banquet in one year, she balked and tried to explain that her class work was suffering from so many interruptions. She was labeled "uncooperative." Cooperation, in this instance, meant "Do what you're told and no questions asked." This superintendent did not want a teacher; he wanted a caterer.

I can think of several teachers who are rated as "whizzes" by their school heads. I've visited these teachers often; I know

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**EDITOR'S NOTE:** *Mrs. Beaty is a bit annoyed at the odd, around-the-corner standards by which some administrators judge teachers. Since they are hired to teach, she feels that an important factor in judging them should be what goes on inside their classrooms. Mrs. Beaty is an itinerant teacher trainer in home-economics education for the State Department of Vocational Education of New Mexico, and has her headquarters in State College, N. M.*

their work well and I think it is weak as water. I honestly believe their pupils would know just as much about the subject if they were given textbooks and told to go sit in a corner and look at the pictures. What is the secret of their success with the "boss"? It is the subtle application of wax to polish the apple, or "slurping," as the high-school pupils inelegantly call it.

All of which is to say that there are many ways of evaluating a teacher, but certainly his skill in using some teaching methods successfully, his management of the classroom, his ability to help pupils develop, with the result that they have *learned* something, should be among the most important criteria. Too often those sitting in judgment are not qualified to give an opin-

ion on these factors because they've not bothered to find out.

We are all agreed that a teacher has a responsibility for participating in community life, for having some sort of "order" in his classroom, for cooperating with other programs in the school, for being courteous and agreeable to fellow-workers, but it takes more than these to be a good teacher.

It is not fair to judge a teacher by such superficialities as the way he dresses, the impression one gets from walking down the hall past his room, a casual conversation with the mother of one of the pupils in his room. "By their works ye shall know them"—it seems to me—means knowing whether any learning is taking place in the classroom.



## Recently They Said:

### *Objective Tests Overdone?*

I would not cast out the objective tests on which so much ingenuity has been expended. They have their uses. I would, however, protest vigorously against the casting out of what is contemptuously called the essay examination. I maintain that the most delicate and direct means of exploring the student's mind, as of instructing him, is still the method of exposition and discussion. Nothing comparable to it yet has been devised as a means of revealing the students' thinking, or as a means of cultivating the ability to think.

I suggest that we recover our balance, confining objective tests to those uses to which they are fitted, and restoring the free expression of thought through language to the position of dignity which it deserves.—FRANK N. FREEMAN in *The Educational Forum*.

### *A Sense of Mirth*

One possible cause of the distaste for school which should not be overlooked is the lack of humor in the classroom. However cheerful the physical setting of the school or class may be, it can nevertheless have the frigid and solemn aspects of a sepulcher if humor is absent in the teacher-pupil relation. On the other hand, a sordid schoolroom in the most

antiquated structure, located in a dismal, dilapidated area, can be a place of joy when illuminated by the stirring spirit of a teacher possessing some sense of mirth and love of people.—GUSTAVE SCHWAMM in *The Journal of Business Education*.

### *Tolerance via Novels*

The English teacher can make another contribution toward freeing the world of cruelty and discriminations. She can pose questions of remedy and alleviation. Most novels raise questions of large social issues. *Ivanhoe* is a case history of exploitation of the Saxons by the Normans. It is not a pretty picture. The novel shows clearly what ability and character existed among the Saxons and how tragically the Normans wasted it. The Norman lords were keeping the Saxons "in their places."

Today, when we claim Anglo-Saxon heredity with pride, the Norman policy seems merely stupid. Are similar policies any different today? Why not read, along with *Ivanhoe*, some of the novels of American minorities which tell like stories in modern dress? They can help us to overcome the blindness and short-sightedness of group prejudice. . . . They can open our eyes to human dignity and frailty, which is independent of classifications that are based on race and creed and country of origin.—RUTH BENEDICT in *The English Journal*.

# CONFIDENTIALLY:

## *Excerpts from the Teachers' Room*

By

GRACE F. LAWRENCE

SURE, I signed up for reading I didn't do. There's no sense for not getting credit in a course for reading I'd do later on!"

\* \* \*

3:30: "I was dreadfully sick all day. Nettie had to take two of my classes, but I'm all right now."

\* \* \*

"I put in a lot of time giving my children character training. I guess it's wasted; I found three children copying in a test today. I have a paper to write on 'Inflation in China,'—Anna, will you let me use that paper you got back, last week?"

\* \* \*

"I wish Nettie would watch her figure; she really overeats. With me, it's gland trouble. What I eat has no effect on my weight."

\* \* \*

"She's overworking on that program. It makes it hard for us next year when we have charge of it."

\* \* \*

"Do you really think it is worth putting all that effort on a program the parents see just for an hour?"

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EDITOR'S NOTE: *The tidbits which Miss Lawrence offers here seem to this editor to have an authentic ring. But before any reader jumps to conclusions, let it be said that Miss Lawrence gets around. She spent a year as an exchange teacher in a Southern state. She attends summer school. In short, she has been thrown into contact with various groups of teachers. She teaches in the Linden, N.J., Junior High School.*

"My class seems to be so evil-minded—I continually find obscene notes. Say, did you hear this one?"

\* \* \*

"What happened to the rug? Oh, they rolled it up—paper says 'rain.' The ceiling leaks, you know. It saves the trouble of drying it out, later."

\* \* \*

"Thomas can't say 'br' so I start with 'b.' I make him pretend he's a little lamb. I say 'ba,' then he says 'ba,' that is, as near as he can say 'ba.' I say 'ba,' then he says 'ba,' then I say 'ba,' and he says 'ba' and we keep it up—"

\* \* \*

"I did it for the children's good. It isn't a question of where did it get me. Of course I wrote a full report of it and sent it to the board. They have to be nudged on why you deserve a salary raise, don't they?"

\* \* \*

"The twins are a sad case. They always say 'h' for 'f.' Any teacher worth her salt would give Frankie and Freddie extra time—well, what if their father is chairman of the salary committee?"

\* \* \*

"Other things being equal, it's the gal with the most ability who will get the promotion. Trouble is, the 'other things' are how many votes your family can corral in the next city election."

\* \* \*

"I believe in religious freedom in the schools. However, I think we should have one and the same version of the Bible on every teacher's desk."

# MISS B HAS A FLAW:

*She can't teach objectively*

By ROSE FRIEDMAN

NOT LONG AGO a teacher from Dallas, Texas, challenged me to state specifically what I considered the one absolutely essential qualification of a good teacher—over and above the mastery of subject matter and a knowledge of teaching methods.

Immediately a half-dozen characteristics popped into my mind: understanding, sympathy, self-control, interest, sense of humor, warmth of personality. Of these, however, not one stood out inclusively above the others. Each seemed to wrap itself about the next as if unable to face the test alone.

My hesitation was evident.

"Come, come," said my cross-examiner, "you should be able to answer that one."

"Can you—and feel certain?"

"Not I," she replied, "but you're in the guidance field. You should know."

Compelled by her insistence, I said experimentally, "I'm better able to tell you what I consider the *worst* quality in a teacher."

Almost telepathically Miss B was before me, although I had not thought of her in years. Miss B could put on a better show for observation than any teacher I had ever seen. She knew her subject matter thoroughly. She was well spoken and well groomed. She was full of confidence in the

infallibility of her teaching methods and the eventual effectiveness of the results. Yet Miss B was one teacher to whom I would never have subjected a child of mine.

Pupils reacted to Miss B in a uniform pattern. At first they feared her. As the year progressed, they cordially disliked her. Finally, a daring few would deliberately put pencils down and refuse to work for her, while the molded-to-standard conformists performed their assigned tasks apathetically and without interest. Even when Miss B called parents to bring force to bear, the rebellious few did not back down. Frequently these same pupils would rejoice openly that their parents had, in turn, called upon the principal to clamp down on Miss B.

It became a vicious circle.

Miss B came to me one day, her black eyes snapping. "That Steve," she said, her voice tense with fury, "has not done one tap of homework for a full week—five school days."

Miss B had tried detention, a report to the principal, and calling the boy's mother. As a last resort, she had telephoned Steve's father. He had been sympathetic to the extent of acknowledging the boy's shortcomings. He had, however, informed her flatly that he would rather have his son fail eighth-grade arithmetic than break up the harmony of their home.

"Think of it," said Miss B derisively, "he said that he could not have the evening meal and his few short hours with the family afterwards ruined by arguments over Steve's homework. As if there could be any room for argument."

EDITOR'S NOTE: *A subjective attitude, Miss Friedman believes, is the worst quality that a teacher can have—and she offers the case of Miss B in proof. Miss Friedman is guidance director of Teaneck, N. J., Junior High School.*

"Well, here's one person who'll have no arguments," she concluded dramatically. "Steve will find out that I won't stand for his attitude. He's not only going to do *that* arithmetic but double the amount for punishment. He isn't going to put anything over on me."

There it was, dark as a polluting mire in a crystal pool. Steve's failure to do homework was a personal affront to Miss B. She was no longer teaching him. She was bending him to her will. The real issue had been lost sight of in the personal challenge. Steve had sensed the challenge and was set for battle.

Miss B's personal and professional make-up lacked one quality which, aside from the basic knowledge of subject matter that we all take for granted, seems to be the root from which most other qualities can bud or without which they shrivel and wither away. She lacked the insight, understanding, and open-mindedness to handle her school problems objectively.

She had everything necessary to make her an ideal teacher, except the ability to stand off and view the situation in perspective. To her the neglect of a student to do his work was a personal injury. She burned with self-righteous indignation when a child forgot to report to her after school. She stiffened with resentment if a pupil came to class one minute late. She reacted to a titter at some momentarily amusing incident in the classroom as though her personal privacy had been invaded.

The day that Philip, in his absent-minded manner, drew his sister's dainty, lace-edged handkerchief from his pocket instead of his own crumpled, dirty one, she sentenced the whole class to an hour of detention after school for laughing. And when she discovered that Mary Jane and Michael had the same error on their weekly test paper, she made it evident before the entire group that theirs was a permanent stigma.

The problem of Steve's arithmetic was not difficult to solve. He was a normal, reasonable boy who actually liked arithmetic but who had a healthy streak of stubbornness. When I pointed out to him that he would be the only sufferer and loser if his resistance continued, he saw the wisdom of doing his work, even the double dose of it.

Miss B's problem, however, was not so easily solved. For years she had been gathering little grievances, until she came to each new school year ready to be suspicious of any hint of intrusion upon her authority. As a result, in troublesome school situations she was definitely neurotic. Frequent changes of position resulted. When, owing to her ability to do show work under observation, she kept her faults hidden for a longer time than usual, she gradually turned a soured eye upon her principal, because he was unable to back up her disciplinary demands. Then, full of bitterness at the whole school, she would resign of her own accord.

Thus, for want of an objective point of view in her work, Miss B's entire objective was lost.

The magazine *Education*, for April 1945, contains a pledge for future teachers of America. "A good teacher," it reads, "requires physical vitality, mental vigor, moral discrimination, wholesome personality, helpfulness, knowledge, and leadership."

Check Miss B and her lack of objectivity against the list. How many qualities might she have possessed and how many were nullified by her subjective focus? Add understanding, sympathy, sense of humor, co-operation, breadth of mind, fairness, and self-control to the list. How many of these are lacking or misdirected in the Miss B's of the teaching profession? Include a dozen more favorable personal qualities, at random. Against them check the teacher who reacts emotionally toward a matter-of-fact situation. Can such persons show the con-

structive qualities of leadership needed?

Thus I toss back the glove to my fellow worker in Texas. I am convinced that whatever other admirable personal and professional characteristics a teacher may be blessed with, he cannot know the deep-

est satisfaction in teaching or inspire his pupils with the fun of learning in school, unless he has trained himself to handle school situations objectively. I challenge my Texas friend to find a more inclusive term.

## Standards for a High School That Includes Rural Pupils

According to the 1940 United States census figures, Wisconsin with over ninety per cent of its native-white 16- and 17 year-old city residents still enrolled in school, still continuing their formal educations, rated first in all the states of the Union. In the open-country areas the story is different. Wisconsin with about one-half of the comparable group of rural-farm residents still enrolled in school rated forty-fourth among the 48 states. . . .

The farm boys and girls of fully two-thirds of Wisconsin simply do not have good high schools which they may attend. A good high school for rural boys and girls may be defined as one that has at least a third or more of its students coming from the farm. It should have courses in vocational agriculture, farm shop, home-making, industrial arts, instrumental and vocal music, business education, physical education, and all the usual academic subjects. In addition, it should have a varied non-credit activities program—Future Farmers, Home Makers' Club, intramural athletics, forensics, and others. It should have an adequate school plant, proper school spirit, and, not to be overlooked, a general and wholesome respect for agriculture and farm life should characterize the faculty and the entire student body. . . .

Usually little effort is made in city high schools to make farm pupils feel at home, to give them the special courses in which they might be interested or to arrange the daily program so as to make it possible for farm students to participate widely in non-credit activities. We do not find them in many villages. In the villages the limitation in valuation is an obstacle to the erection of a school plant adequate for a modern program of secondary education, and the small enrollment makes it impossible to offer much beyond the old-time straight academic program. We find our best high schools for rural boys and girls in our smaller cities, with from 2,000 to 4,000 population, and located in agricultural areas. . . .

Farmers have every right to demand that any high-school district in which they elect to join forces with village residents must meet two very definite standards:

First, the district must be able to give a complete and varied program of secondary-school activities of high quality.

Second, this varied and complete program must be available at as low a cost as is consistent with the program offered. . . .

These standards rule out the possibility of the continued existence of many of the little village high schools now operating in our state. There are not enough residents of high-school age in the villages and in the farm areas they serve to make all existing high schools efficient operating units. Frequently it will take the high-school-age boys and girls of two, three, and sometimes more villages and their trade areas to provide enrollments large enough so that the agricultural, the shop, the music, the physical-education, and the other special-interest teachers will have classes of reasonable size.

A careful study of the high-school programs and the per pupil costs in schools of all sizes reveals that it takes an enrollment of three hundred or more in order to make a reasonably complete program possible without either inflating per pupil costs or giving academic teachers overloads to make up for the small classes in elective subjects.

From the standpoint of topography and road conditions, Wisconsin has relatively few areas where the type of high school suggested above cannot be within from three-quarters of an hour to an hour's ride from the most remote part of the district. But it will take careful planning, the elimination of selfish interest, and true cooperation between farm and village residents to make such schools available to all our rural and village boys and girls.—HARRY E. MERRITT in *Wisconsin Journal of Education*.

## The Editors suggest rules for manuscript preparation:

1. Always double-space typewritten articles. The editors accept good single-spaced articles, of course. But they are difficult to edit, as there is no space between lines for changes, corrections, and marks for the printer.
2. Please make a carbon copy of the article—but do not send it to the editor. Carbon copies are hard to read; and editors, from unpleasant experience, wonder whether the article was submitted to one or more other journals at the same time. Keep your carbon copy. Most articles pass through the hands of two or more editors who are away from the journal's offices and almost every magazine in its history has lost a few manuscripts.
3. Always state your position and the name of your school. Often the point of an article reporting a school practice is heightened by the author's mentioning in the article, or in his accompanying letter for our Editor's Note, the enrolment of the school, or other pertinent facts. We cannot publish an article until we know what the author teaches or does, and where.
4. Leave at least two inches of blank space at the top of the first page, and begin the title below that. Your name and address should be placed in the upper left-hand corner of the blank space. Manuscripts should have margins of at least one inch on each side of the page, and at the top and bottom. Such margins are a convenience in editing.
5. The foregoing points are those most frequently neglected in the manuscripts we receive. We hope that we are performing a service to readers in bringing these suggestions to their attention.

## We welcome contributions from readers

The editors of **THE CLEARING HOUSE** extend a cordial invitation to readers to submit articles dealing with any phase of secondary education.

We feel that many readers, or their schools, have developed units, courses, teaching methods, administrative procedures, school programs or activities, that should be known to thousands of other **CLEARING HOUSE** readers throughout America and abroad.

We particularly welcome practical articles reporting specific experiments and accomplishments in named high schools or high-school systems. We are also interested in secondary-education articles of a more general nature, and these include satire and articles dealing in a

forthright manner with important controversial issues in the field.

No part of **THE CLEARING HOUSE** is a closed shop. Readers should feel free to contribute to every department, including the Editorial department.

No article is considered too short. Our preferred lengths on longer articles are 2,000 to 2,500 words. (The average double-spaced typewritten page contains about 300 words.) Significant articles may run to 3,000 words or longer.

Address all manuscripts and all editorial correspondence to The Editors, **THE CLEARING HOUSE**, 207 Fourth Avenue, New York 3, New York.

# COMMUNICATION:

*A course on radio, press, movies, books*

By MILDRED SCHMIDT

**I**N THE January 1946 *Harper's*<sup>1</sup> an educator asked, "Can Your Child Read?" He states that one third of the six million children in grades 9 through 12 are literate but cannot handle thinking through printed word symbols.

The writer continues to develop his point by saying that neither remedial reading nor lowering the word difficulty of reading material is an answer to the handling of this high proportion of non-readers in high schools. His point is this, "out the window with textbooks if we educators really mean to hold and to educate *all* youth." Education for *all* youth is general education by films, recordings, school theater, lithographs, etc.

What of the English teacher in this picture? English is often referred to as the vested interest of the educational system. I believe one approach for English teachers—so that we may be an effective part of the general-education program for all youth—is to understand how to use the four current communication media of our democratic society for educating *all* youth.

<sup>1</sup> George H. Henry, "Can Your Child Really Read?" *Harper's*, January 1946, 192:72-76.

<sup>2</sup> Dr. Edgar Dale, author of *How to Read a Newspaper*, discussed this topic in open forum one

Our democratic society finds these four communication channels effective means of promulgating ideas to citizens. Understanding how communication channels are handled is a valuable requisite for good citizenship. For example, citizens ought to know how to use the radio to keep informed on national events and current thinking about various issues.

First, let's drop the "English" and call ourselves communication teachers. In our daily living that word is vital and meaningful. "English" staggers under the weight of meanings that millions of people have thrust upon it. We teach communication.

In general education, English is more than communication through the channels of grammar texts and anthologies. The modern child learns through the radio, the screen, the daily press, and books—all the way from the comics to a book-of-the-month selection. A few learn through our finest books. Our children learn their vocabularies, idioms, attitudes, sentence patterns, stories, drama, humor, personality sketches, imagery, and pronunciations through films, radio, daily papers, and whatever books are available. Here they are, in audio-visual forms, animated and illustrated for the non-verbal school population.

In the fall of 1945, fifty sophomores planned a year's course of study called "Communication: Ideas Bombarding Us in 1945-46, via Radio, Press, Movies, Books." Field trips, local communication authorities, local citizens, books, the mike, the screen, the stage, and personal experiences became just as useful as the comic strip, cartoons, and pamphlets.

Freedom of the press to secure a free flow

EDITOR'S NOTE: "*Communication: Ideas Bombarding Us in 1945-46 via Radio, Press, Movies, Books*" was the title of a one-year course upon which Miss Schmidt and fifty Sophomores of University School, Ohio State University, Columbus, Ohio, embarked in September 1945. She would like to see English teachers drop the "English" and call themselves communication teachers.

of news became our chief topic,<sup>2</sup> for it seemed fundamental to our understanding of news commentaries on the radio and news in print. It also seemed basic to our understanding of what we read and hear that we detect intolerance and learn the methods of creating prejudices and bias in advertising, news, and column commentaries.

Dr. N. Woelfel, co-author of *Criteria for Children's Radio Programs*, made us conscious of the function and responsibilities of radio in a democratic society. Mr. C. W. Pettigrew, of the Junior Town Meeting, helped us set up such a meeting to discuss the kind of man needed to live in the atomic age. In this way we learned how many minds can develop and throw light on a topic by a friendly exchange of ideas. Youngsters periodically reported on their current free choice of reading, so that we could follow the ideas circulating, by way of fiction, among our young people.

As each communication medium was introduced we explored the ideas that this medium was presenting to the public and then we searched for materials and evidence to show how the medium was trying to inform and to influence the public. Informally we all contributed and questioned and shared our findings until we all had a better understanding of each new idea.

Out of pupils' personal experiences came stories of inter-racial incidents that we spent many periods in sharing, checking, and discussing. We determined what are "prejudice" and "intolerance," and learned how to analyze inter-racial and nationality misunderstandings in dramatized, personal situations. We visited a Negro editor and

<sup>2</sup>Dr. Edgar Dale, author of *How to Read a Newspaper*, discussed this topic in open forum one morning.

talked with a Negro psychologist handling delinquency cases of a minority who feel intolerant actions daily practiced against them. We read stories to see how characters worked out solutions to prejudiced acts, and then wrote scripts to invent our own characters' problems in facing prejudice.

The question of how comics and present radio programs promote and continue stereotyped characters and ideas, and how such serials keep abreast of the times and national thinking, forced us to collect materials and to examine comic strips and radio serials. These became our textbooks. How can the radio offer programs for children that will help them emotionally and socially to be better citizens? This was one of our toughest problems.

We attended movies to see what Hollywood gives the people, and we studied films that offered possibilities in enlarging the scope of the screen for developing democratic traits of fair play, tolerance, respect for individuality, etc. We noted how lines of tolerance crept into "Our Vines Have Tender Grapes," how it still promoted stereotypes, set up values and behavior patterns, sketched a nationality for us, and gave us common understanding of selfishness, generosity, and friendliness. We noted how films tie us together from coast to coast in common thinking.

Yes, teaching without texts can be done. It is no tread of the mill round and round, for it means reading day after day to keep up-to-the-minute on what is coming through other channels. There is nothing static in this kind of teaching. Outside educational media have given us so many resources to help in this new general education program. What are we doing to use them for youth in our schools?



### Knowledge of History

Let us not get worked up and alarmed about the knowledge of history among college students in the United States. Some of these self-same people may

help to make more history than they ever knew or learned while they were in school.—MAURICE K. WILCOX in *West Virginia School Journal*.

# School Gossip Column: HANDLE *with* CARE

By  
SISTER M. VIANNEY, S.S.J.

THE FRIENDLIEST ENEMY found within the pages of school papers today is the oft-abused gossip column. In the past its splendid possibilities were overlooked to such an extent that its very presence in school papers entered in national contests caused the judges to discredit such papers.

And no wonder! This wasted space that could have been used for purposes of instruction and edification was filled with the following libelous copy: One-sided jokes providing a laugh at the expense of an innocent victim; thrusts at someone who has no means of explanation or retaliation; the use of information that really belongs to the realm of absolute privacy; exploitation of unguarded words and careless practices of those needing protection rather than the derision of their classmates.

In short, instead of using school journalism as a means of teaching youth ethics and giving them correct standards by which to judge newspapers and other publications, advisers have negligently stooped to the tastes of imprudent and uncharitable pupils who will remain so until taught differently.

Student columnists of immature judgment try their utmost to ape the slangy style and copy of Walter Winchell. They need enlightenment on the notion of cater-

ing to the weakness of human curiosity. All news, in a sense, is gossip, but the staff must learn to distinguish the part fit to print.

Some excellent student publications have solved this problem with the idea of bringing the best in everyone to light, and by showing that real humor arises from perversity of circumstances—not individuals, and also from the strange association of ideas.

Examples of these can be played up in a sparkling column of "asides" or "shorts," such as: "Our school register lists an Ann Laffan and an Ann Cryan." "Jean Mason wears a satin collar made from her mother's wedding dress." "Pat Harris, who lives on 1009 Kilbourn near Glenfield, comes the longest distance to school, and Angeline King of 1219 Promenade comes the shortest distance."

In handling these items truth is a strict standard which leaves no room for insinuations or risqué material. Anything, no matter how clever, that borders on unpleasantries is to be omitted. No one is to be hurt about his religion, nationality, physical defects, or any other personal traits.

One thought should be instilled into the minds of the pupils—that only small people with small minds talk or write about people's faults; really big people talk and write about ideas and the people who think. People who make the gossip columns have been caught unawares and have not had a chance to think about the import of their actions or their words.

The use of as many names in the student body as possible is the best insurance for the popularity of the column, because in

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**EDITOR'S NOTE:** *There is often pressure on the school publication in favor of a "spicy" gossip column—and that is dangerous. Sister M. Vianney maintains that a sparkling gossip column can be produced under the strictest standards. The author teaches in Nazareth Convent, Nazareth, Mich.*

some cases opposition to the initial attempts at improvement will arise.

Illustrative of this was one central high school where the students had seen the "old-time" gossip columns in exchanges and decided their paper should be improved by listing the "latest gruesome twosomes," etc. A large number signed a petition, circulated by a leader, demanding this feature.

Wisely the adviser suggested that everyone interested assemble and informally discuss the matter with her.

The complainers left her meeting with cries of victory. It had been agreed that they were to write the copy, which would be printed if it followed the specifications set by the staff. They were to submit nothing but original material about pupils, type-written, double-spaced for editing.

Came the deadline! One joke was submitted—and that shamelessly lifted from an ancient jokebook.

That issue went to press with a feature concerning the incident which concluded with a summary of press awards the paper had merited from national associations in the past and with a list of other honors and citations that were representative of its quality.

This silenced opposition and won the unanimous support of high journalistic ideals by the student body.

The most tangible proof of the success of this and many other efforts of conscientious advisers is that today judges of national school-press contests no longer frown upon school publications containing gossip columns.



## A Small High School Keeps Speech Training Active

The speech department [of Hollis, Okla., High School] was one of the casualties [of the war]. Whereas, in former years, a full-time teacher had built up an excellent department, it became necessary to cut more and more the number of classes maintained in this field, and finally no special speech and dramatics instructor was included in the faculty. For the past two years we have been able to offer only one unit of speech as a sort of step-child of the English department . . .

The point I wish to make, however, is that in spite of the limitations mentioned, our speech group is accomplishing some excellent work.

A constructive program has been built of which one of the objectives is to teach correct parliamentary procedure. After the study of this unit, a Speech Club was organized with new officers elected each six weeks so that all students in the club would have an opportunity to put into practice the principles they had learned. Through this project several officers for junior organizations in the town have been trained.

Another phase of the work has been the special study of some of the leading governmental ques-

tions, which the students have presented as forum discussions before the civic groups of the town. These programs have served not only to stimulate thinking among the members of these organizations, but also to bring about a better understanding between the school and the community.

The work of the speech class has been correlated with the history department by bringing before them debates on leading questions, such as compulsory military training, the labor situation, and the question of compulsory arbitration.

The class has presented assembly programs and club programs in which every student participated. These are in addition to regular class work.

This article has been written primarily to say to others who are working in small schools that an effective program doesn't necessarily depend upon the ability of the system to maintain a full department in a particular field. The curriculum of the small school need not be limited too greatly if the leader gets a vision of the possibilities for service which every field offers through correlation and wise planning.—RAY CLAIBORNE in *The Oklahoma Teacher*.

# Intercultural Program: Nokomis avoids 3 common errors

By  
L. E. LEIPOLD

SOMEONE ONCE SAID that primitive man first measured the expenditure of physical energy in terms of grunts of weariness as he pursued his game over woodland trails, or as he laboriously dragged his quarry homeward.

Since that era educators have gone a long way in perfecting their various measuring devices. But one is sometimes inclined to believe that in ascertaining to what degree we achieve certain professed educational goals, we are still in the grunt stage. Surely this is true of the public schools in the field of tolerance and understanding.

The sporadic efforts being made in this direction are of little value. Commonly a conference is held, committees are appointed, posed pictures are published in the daily press. "Brotherhood Week" is proclaimed, and each of the participating schools gives a special assembly program. After a movie is shown, the pupils are afforded the unique experience of witnessing representatives of three widely differing religions, temporarily tolerating one another's presence on a common platform.

The principals of the participating schools are provided with a vicarious sense

of satisfaction when an account of the occasion (with pictures) appears in the local papers—perhaps one administrator is even appointed to membership on the mayor's committee.

Then, with a sense of duty well done, they drop the whole matter for another year, while such terms as dago and hunyak and kike continue to drip from the mouths of adolescents.

Ephemeral efforts such as these will never effectively combat the great and prevalent evil of intolerance. An intelligent program—continuous, common-sense, truly educative—must be inaugurated if America is to avoid producing another generation of name-callers.

Three factors mitigate against the effectiveness of the methods now being used: (1) The program lacks continuity, (2) Its perspective is myopic, (3) It is not geared to the level of the young people toward whom it is directed.

In an attempt to meet these shortcomings, Nokomis Junior High School last year inaugurated a definite program of action. By the end of the school term it had produced certain tangible and encouraging results.

One phase of the program was a project of several months' duration, reaching into scores of homes and involving a high percentage of the student body.

Under the sponsorship of the school's student council, a list of one hundred contributors to the American way of life was first prepared. It included the names of men and women of foreign birth or parentage, or of minority races, who were credited

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*EDITOR'S NOTE: After studying various intercultural programs in other school systems, Dr. Leipold felt that many of them were handicapped by one or more of three mistakes in planning. The plan developed for Nokomis Junior High School, Minneapolis, Minn., is aimed at avoiding these three shortcomings. Dr. Leipold is principal of the school.*

with important contributions to our life and culture. Such early Americans as Paul Revere and "Molly Pitcher" were listed, as well as contemporaries like Joe Di Maggio, Don Gentile, Joe Louis, Albert Einstein, and Dimitri Mitropoulos. All in all, it was a heterogeneous list designed to appeal to the adolescent boy and girl.

All of the pupils of the school were given this mimeographed list and were encouraged to write a brief descriptive phrase after each name. Any means could be used to secure the descriptions—teachers, parents, librarians, big brothers and sisters, all might be consulted. Many pupils went much farther in their efforts to obtain the descriptions; local consuls were visited, as were pastors and college instructors.

An examination of the scores of papers submitted at the termination of the project gave some indication of the effort that went into their preparation. "Ace of aces" described Gentile; "The greatest Yankee of them all" was Di Maggio's title. Virtually every department of the school participated in the project. Social-studies groups discussed the contributions of Schurz and Mergenthaler; the science classes concerned themselves with Einstein; entire classes went to the library for instruction in the use of reference materials.

When all of the papers were ready, a committee of students helped the council's faculty representative to judge them. Winners participated in the final assembly pro-

gram of the year—the ninth-grade finishing exercises—where several hundred parents witnessed a practical demonstration of how tolerance and understanding can be made a meaningful thing to adolescents. Awards were presented to the three pupils who submitted the best papers, also to the three who wrote the best short biographies for persons on the list. Surely it was no coincidence that one of the winning papers was submitted by a girl whose name was Sakiye Ohno, and that another prize-winning paper bore the name of Marjorie Marcantelli.

As one part of a broader program of understanding, this project fulfilled well certain specific aims for which it was inaugurated. During the present school year pupils will listen to the music created by the men and women on the list of one hundred—or will read their stories or otherwise witness the fact that they contributed—and are contributing—much to our daily lives. What boy or girl could listen to Marian Anderson and yet fail to know the joy which she brings to millions of listeners? What boy could follow a blow-by-blow account of Joe Louis' boxing skill without feeling that he really is a "great guy"?

By such means, perhaps, can we replace intolerance with understanding. Certainly no one program of activity can achieve all that we hope will some day be done, but unless we actually *try*, the very efforts which we do not make will be the most indicting of our failures.



## Solution

*By GRACE B. MORTENSEN*

Barbara has the sniffles,  
Billy has the flu,  
No one has a hanky,  
What, oh what to do!

Answer's really simple,  
Easy for a fool:  
Wait till teachers get the germ  
Then just close school.

# SCHOOL NEWS DIGEST

Edited by THE STAFF

**TESTS:** We expected a lot of requests from CLEARING HOUSE readers for copies of the spelling and arithmetic tests which were given to the 9th-grade pupils of Springfield, Mass., a hundred years ago, in 1846, as explained in the "Findings" department on page 30 of the September issue. But we got so many requests for the tests and the suggestions on their use that we had to order a second printing, copies of which you can obtain for the asking.

Here's the story: A spelling test of 20 words and an arithmetic test of 8 questions given to the Springfield, Mass., pupils of 1846, and the scores those pupils made are on record. Recently the Kansas City, Mo., schools gave these tests to a comparable selected group of 9th-grade pupils. In comparison with the pupils of 100 years ago, the Kansas City pupils scored about 50% higher on the arithmetic test and only 2½% lower on the spelling test—which latter had "catch words" that aren't ordinarily taught today. Our modern schools are widely criticized for "failing to teach the fundamentals" as well as schools did in the old days. But if a comparable selected group of your pupils can beat the scores of the Springfield, Mass., pupils of 100 years ago, you can get some excellent publicity in the local newspapers. Copies of the two tests and suggestions on their use may be obtained by writing to THE CLEARING HOUSE, 207 Fourth Ave., New York 3, N.Y.

**STICKER:** A half-million stickers which state, "Sorry—Can't Afford It! I am an underpaid public-school teacher," are being distributed to teachers by the Teachers Guild, AFL, of New York City, reports the newspaper *PM*. Teachers will affix the stickers to department store and other advertisements received by mail and return the material to the sender. Such stickers, printed with your own copy, are quite cheap in lots of several thousand or more.

**WALK-OUT:** Two new teachers in Burleigh, Idaho, High School threw up their jobs on the second day of the fall 1946 semester, reports *Idaho Educational News*. Said the deserters: "We have never seen such an old-fashioned school house, with poor equipment, miserable lighting, and crowded classroom conditions, as exists here." Stated Ross Barney, principal of the school: "The crowded conditions and lack of equipment were serious enough, without the loss of two teachers and no immediate prospects of filling their places. Pupils already were standing in some classrooms—and this situation now will become worse." Taxpayers are learning the

hard way that teachers are on the favorable end of a seller's market, and aren't as meek and content with poor conditions as they once seemed to be.

**SALARY:** A resolution calling upon the 1947 Legislature of New York State to fix "the minimal annual salary of every public-school teacher in the State of New York, outside of the City of New York, at not less than \$2,400, effective immediately," has been adopted unanimously by the New York State Council of School Superintendents. The resolution calls for at least 8 annual increments of not less than \$150 each, with teachers to be started at the increment to which past service would entitle them. This step was taken, the resolution states, because of present disgracefully low salaries of teachers, the trend of able teachers away from the profession, and the disinclination of young people to prepare for a teaching career.

**TURNABOUT:** At the end of a semester in Burgess Hill School, London, England, the teachers engage in the usual business of reporting on how the pupils did. But at the same time the pupils are permitted to make reports on their teachers. The pupils' reports are considered carefully and acted upon by the "school authorities," states a United Press dispatch. The "authorities" must be a committee of teachers, for the school has no headmaster. Responsibilities are shared, and all staff teachers, cooks, housekeepers and cleaners receive the same salary. Anyway, if several pupils complain in their reports that a teacher gives too much dictation in class, the instructor is asked to improve. Pupils and teachers call one another by their first names. And except that the three R's are compulsory, the pupils choose their own lessons.

**BROTHERHOOD:** National Brotherhood Week, February 16-23, 1947, is announced by the National Conference of Christians and Jews. The theme is "Brotherhood-Pattern for Peace." Free materials offered to schools include plays, comics, posters, book lists, and other items. These materials, adapted to various age levels in the schools, may be obtained from the National Conference of Christians and Jews, 381 Fourth Ave., New York 16, N.Y.

**INTERCULTURAL:** Schools in all parts of the country are invited to submit materials for an exhibit which will show what is being done toward

(Continued on page 256)

## EDITORIAL

# Remove the Tensions from Teaching

THOSE WHO WRITE of the reasons for the shortages of teachers in American schools are likely to oversimplify the problem. All teachers know that there are many and complex reasons why our associates have left teaching and also we know that there are many reasons why young people do not wish to enter teaching. The teachers colleges of the country are not doing very well at recruiting—even at this time when institutions of higher learning are bursting at the seams with an overflow of students.

*Life* magazine comes out with the idea that we must "take the rubber bands off our wallets and do something handsome for our teachers" if we expect the situation to improve. But even *Life* admits that with only limited enrolments in teacher-education institutions and with the situation getting worse by the day, this proposed "handsome" act of raising salaries may not suffice to prevent the situation from growing immeasurably worse.

Teachers have always been pitifully underpaid. And with the spiraling of living costs, present wages in the profession are disgracefully low. The teachers of Norwalk, Conn., conducted an effective nine-day strike when the board of finance reduced the school salary budget by \$90,000. Boards of finance and boards of education have been cutting salary scales of teachers for generations—and often the reductions have come without so much as consulting the teaching staff.

These salary cuts are important—yes, vitally important—and we all agree that teachers must be paid much larger salaries if we are to recruit and hold the kinds of teachers we should have. This is a funda-

mental. But as was indicated before, there are other factors that tend to keep good people out of teaching. It would be futile to try to list all of these discouraging factors but there are some that are rather evident.

There is another side to the salary situation that is almost as discouraging as the amount that is received—it is the way this money is doled out. Who cherishes being a member of a group that is satisfied with "handouts" from the city fathers? Too often the gesture of sending out the contracts or approving the budget is one of: "See what we have done for you teachers?"

One of the chief elements of the dispute in the Norwalk situation was whether the teachers' association would be granted bargaining rights for the teachers. Collective bargaining has long been the accepted practice in business and industry. However, many still feel that teachers should not exert group pressures for their own benefit. But it will do the situation no good simply to dismiss this issue without considering the alternatives.

As we all know, teachers are leaving the classroom by the thousands, many of them vowing that they will never return to teaching. Any comparison of those who stay with those who leave is dangerous, but some are maintaining that the more vigorous and versatile are the ones who first seek other jobs. Without implying any comparisons, we do know, however, that many very competent teachers are taking up other work.

Now, if the schools are going to be strong, if, indeed, the nation is going to be strong—it is essential that we have the very best teachers. As was pointed out previ-

ously, it is agreed that we must pay better salaries in order to get and hold strong teachers. And in addition to salaries, almost all teachers, also, agree that we must improve working conditions.

Both of these objectives can be reached through some type of closely knit teacher organization. Apparently the Norwalk teachers have such an organization on the local level. Teachers would be more effective if they could extend the scope to the state and national levels. It seems clear that we must do something drastic and do it promptly, or else many of our good teachers will continue to drift into other fields, and the remaining teaching staffs may become increasingly dissatisfied with their work.

Let us consider some of the things a well organized profession might do concerning the working conditions of teachers. It would clean up promptly and completely the petty graft (and sometimes it isn't so petty) practiced by members of boards of education—such matters as where teachers must board; the amount of insurance they have to take out with some board member or an associate of a board member; where they have to buy their clothes or their cosmetics; what church they must attend; and all the other myriads of humiliating restrictions that have become accepted practice in many communities throughout the country.

(The classic example of the grafting school board member was the one who came to the district attorney's office after another board member had been indicted

for charging a teacher two hundred dollars for an appointment. This naive member wanted to know how much he legally could charge a teacher for an appointment.)

In addition to the external matters that a closely knit profession could clean up, there are many internal practices needing attention. As one former G.I. expressed it: "So many of the things we have to do in our school are just plainly childish." Pompous administrators and gum-shoe supervisors furnish no end of displeasure. All of the thousand and one tensions that teachers experience could properly become the targets of a strong professional organization. At least we would be tackling the problem directly and that fact alone would be a challenge to many teachers who are now bored with teaching.

Possibly collective bargaining is the wrong word. Perhaps we should call it something else. For example, many people have objected to tenure, yet almost everyone favors civil service. What we are trying to say is that the profession itself is called upon to do some lifting by its own bootstraps in order to stop the defections from our ranks. Teachers must first be men and women and then teachers.

All good and true teachers are humble before the great task they face, but they must also be proud. With the teacher, humility and pride must walk hand in hand. Take away the pride that we teachers have in our work and there remains the doubting and ineffective humility. Such teachers cannot build the "brave new world."

FORREST E. LONG



### *Lock-Step?*

And yet, in our system of following grades and courses of study, we tend to require all children to fall into line and to keep step down the course. The slow are urged to jump the hurdles, and the

swift are held to the pace. The average children succeed fairly well; the slow are discouraged; and the brilliant are unchallenged.—MATT HANNA in *West Virginia School Journal*.

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## SCHOOL LAW REVIEW

# Answering Readers' Questions On Current Problems

By DANIEL R. HODGDON

*Questions from Massachusetts:* How many states forbid the use of corporal punishment by statute? What rights have teachers to inflict corporal punishment?

*Answer:* One state, New Jersey, specifically forbids the use of corporal punishment. Louisiana by court decision requires consent of the parents before corporal punishment can be administered. In a number of towns and cities, local boards have made regulations which forbid the use of corporal punishment, but these are only local regulations and a teacher can be held only for disobeying school board regulations.

A teacher is "in loco parentis" to a pupil and is therefore given the right to administer reasonable corporal punishment except when forbidden to do so by statute. Hence a teacher cannot be accused of assault and battery if the punishment he administered was reasonable. When a parent sends a child to school, the parent delegates to the teacher the implied authority to discipline the child for all offenses against good order and the effective conduct of the school. The very act of sending the child to school is a delegation of authority to the teacher.

The teacher does not have all the general right to punish for all offenses, as does the parent. The teacher must restrict his right to punish to the limits of his jurisdiction and responsibility. A teacher, acting in good faith, may inflict reasonable corporal punishment upon pupils for all offenses that have a direct and positive bearing on the school—the dignity and welfare of the school and its teachers. This jurisdiction extends to acts committed outside of school and off the school grounds or premises.

Even a person over 21 years of age who submits himself to be taught is subject to being chastised by corporal punishment. Age has nothing whatever to do with the right to inflict corporal punishment so long as the teacher inflicting the punishment is "in loco parentis." Any person attending school—from the cradle to the grave—stands in the same

relation to the school and the teacher as any other pupil in the school, regardless of age.

Usually a teacher will not be held liable for assault and battery, or for damages in a civil action in court, unless it can be shown that the teacher inflicted a permanent or lasting injury upon the pupil, or that the teacher punished the pupil with malicious intent. In some states a teacher will not be held even if excessive punishment is administered, provided the teacher acted in good faith.

The teacher exercises judicial discretion, says the court, in determining the gravity of the offense and the punishment it merits. However, if the teacher is actuated by malice, any punishment—no matter how mild or moderate—is illegal. No legal punishment can be administered from improper motives.

Any punishment which engangers life, limb, or health, or disfigures a child or causes permanent injury, is illegal. Any punishment which produces temporary pain only, and no permanent ill, and does not affect the future welfare of the child, is legal and upheld by courts, except in New Jersey.

In some states the teacher must not only act honestly but the punishment he gives must—in the opinion of reasonable men—be reasonable, and not excessive. Wherever doubt exists the teacher must have the benefit of the doubt.

In Massachusetts the rule is: a teacher must exercise reasonable judgment and discretion in administering corporal punishment and must graduate the punishment to the nature of the offense as well as to the size and age of the offender.

*See Commonwealth v. Randall & Gray (Mass.) 36.*

In Wisconsin teachers have no right to punish a pupil who refuses to study a subject not required by law and against the wishes of his parents. Teachers are not as a general rule held liable for mistakes in honest judgment.

### Licenses Can be Revoked

*Question from New York:* Would it be possible for a state to revoke all teachers' licenses of all

teachers in service and thereafter require all persons who wish to teach to be re-examined? Could the state specify extra requirements and compel all teachers to comply with them or have their licenses to teach revoked? Would such teachers lose tenure rights and pension rights?

*Answer:* Yes, a state has the right to revoke all teachers' licenses if it desires, but such a situation would not be very feasible. A teacher's license is not a contract protected by the due process provision of either the state or the Federal Constitution. A teacher's license is accepted and held subject to existing laws and to any future laws which may be passed by the legislature. A license is revocable by the state at its pleasure. If a state decides teachers should be better prepared for their work it can revoke all licenses unless extra courses are taken.

All teachers whose licenses are revoked are without tenure, since no teacher who is not qualified to teach according to the laws of the state can insist upon continuing as a teacher. If teachers could not or did not finish the required amount of service for a pension, they would in most cases be permitted to withdraw all monies they had paid in toward a pension.

Usually a state requires additional courses to be taken and gives teachers a period of time to re-qualify and thus keep their licenses.

### *License and Salary*

*Question from New York:* I have a letter from the State Department of Education, which says I am entitled to a license to teach in New York State. I have taught several months, but have not received the certificate. The superintendent informs me I am not entitled to any salary until I obtain the certificate. Does the Board of Education have a right to withhold my salary until I get my certificate from the state?

*Answer:* The board has no right to withhold your salary. You have the license constructively—although it is not actually in your possession. Since you are a qualified teacher and entitled to the license, you are entitled to your salary.

### *Probationary Periods*

*Question from New Jersey:* If the law provides that a teacher shall serve a probationary period of three years, or a shorter period as determined by the board of education employing the teacher, may teachers be employed without any probationary period and be immediately placed on tenure?

*Answer:* Under the New Jersey Statute a teacher

may be employed and must serve three probationary years as a teacher unless the board fixes a shorter period. While no court case has arisen on this question, the courts usually hold that the word "period" means some fixed period of time.

If there is no period of probation it is hard to see how such employment would be legal under the statute. A period of time might be one day, a week, a month, or a year, but no probationary time at all would seem to violate the intent of the New Jersey Statute.

### *Right to Certificate*

School authorities are agents of the state. They are not agents or representatives of the locality where the school is located, and they are not required to follow the wishes of any community. They must, however, follow the mandates of the state. The state gives school boards a great deal of discretion in handling school matters, but that discretion is limited by the law.

In one case a school board, given power to issue teaching certificates, refused to issue a certificate to a teacher although the teacher had fulfilled all requirements and possessed the professional and moral qualifications required by law. A school board may sometimes refuse to do a ministerial act because of some personal like or dislike—the teacher may have too big a nose, too much feet, blue eyes instead of brown or vice versa, go to the wrong church, have ideas which differ from those of the board members, etc.

In this case the teacher sued to compel the board to issue the certificate. The lower court held that the board was not required to issue the certificate in spite of the fact that the teacher was entitled to it. The lower court held that the law vests in the board of education the absolute power and discretion to determine whether a certificate should be issued.

Such a decision would open all the roads to the exercise of prejudice against individual teachers.

The higher court took a very different view—and one that made sense. It not only called the decision of the lower court clearly erroneous, but branded any withholding of the certificate as illegal.

"The law," said the court, "gives a board large discretionary powers, but there are limits beyond which discretion cannot go." Rights arise that are not within a board's power to refuse.

Having established rules and fixed standards, and having found, upon examination, that the teacher met all qualifications, the board had no arbitrary power to withhold the certificate from the teacher.

*See Keller v. Hewitt, 109 Cal. 146, 41 Pac. 871.*

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## BOOK REVIEWS

KIMBALL WILES and EARL R. GABLER, *Review Editors*

*Home Room Guidance*, by HARRY C. MCKOWN. New York: McGraw-Hill Book Company, 1946. 521 pages, \$3.75.

Some books could be recommended on the basis of their footnotes. *Home Room Guidance* is one of them. Mr. McKown has presented an excellent survey of current homeroom practices in his footnotes. This survey and the revised bibliographies justify the revision of the book.

As might be expected from a man of Mr. McKown's stature, the portion of the book devoted to guidance in the homeroom, Chapters XIII to XXIV, is full of concrete, workable suggestions that teachers and students can use. In the author's words, the materials came "from the outlines, courses, booklets, and manuals of more than five hundred schools" and the selection has been good.

Also on the positive side is a fine first chapter on "A Changing Conception of Education." It could be required reading for any course in educational principles or practices, and the style is notably light and easy.

In view of this chapter and the author's experience in the field of student activities, the reviewer is puzzled by the position taken with regard to pupil participation in planning. Although in the preface Mr. McKown recommends that students have access to the book, on page 50, in a discussion of whether students should be members of the homeroom central planning committee of the school, he states, "Although there are teacher-student committees in some schools which do commendable work, probably (sic) on the whole the central committee might well be limited to teacher membership. The students are hardly able to bring much experience to bear in the discussion of the materials of the homeroom." *Throughout the book little emphasis is placed on the homeroom as a place where pupils make decisions, plan and carry out the plans.*

The preceding quote demonstrates another disturbing quality of the book—the author's practice of putting the word "probably" in his summary statements. On two pages, 90 and 91, this procedure is used no less than six times, and these pages were

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selected at random when the reviewer became conscious of this sense of over-caution.

On the whole, however, principals, guidance directors, and homeroom teachers will find this book one of the most helpful sources for developing a homeroom program.

K.W.

*Changing the Curriculum, A Social Process*  
by ALICE MEIL. New York: D. Appleton-Century Company, 1946. xii + 242 pages  
This book makes a real contribution.

Miss Meil forcefully challenges the effectiveness of having a group of "experts" draw up a curriculum and hand it to teachers. Curriculums prepared in such a manner, in her opinion, are beautifully printed, passed around to the teachers or those persons the authors want to impress, and then filed to collect dust.

Miss Meil believes that the curriculum is changed as teachers are changed, that the most effective way of insuring a more satisfactory curriculum is to give teachers a chance to work together on their problems and to arrive at their conclusions. As teachers work together on common problems they will grow and the curriculum will change constantly.

This book could be used as a text for a supervision class. The formula for curriculum change, as presented here, is to provide democratic supervision which will release the energies of teachers for the attainment of goals the faculty has established as worthwhile. Especially valuable in the eyes of the reviewer are the chapters on human motivation as a factor in change, conditions of effective group endeavor and leadership.

However, the book has two shortcomings. Many of the ideas are presented in such a heavy, abstract style that few people will make the effort necessary to wade through the book. Second, the author has followed the practice she is preaching against. When she has presented her arguments and feels it necessary to give more weight to her position she quotes an "authority." Yet her entire thesis has been "thinking problems through together" rather than getting the answers by statements of those in positions of dominance.

K.W.

*Minority Problems in the Public Schools*,  
by THEODORE BRAMELD. New York: Harper & Bros., 1946. 264 pages, \$2.50.

Dr. Brameld's newest work is one volume in the series, "Problems of Race and Culture in American Education," sponsored by the Bureau for Intercultural Education. The author is a special consultant for the Bureau and is a professor of educational philosophy at the University of Minnesota.

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The sub-title of the volume, "A Study of Administrative Policies and Practices in Seven School Systems," is descriptive of the contents. The study reported here was conducted with every precaution possible to insure that the information disclosed would be significant, not only to the districts cooperating but to all communities willing to face frankly the problems incident to improving inter-cultural and inter-racial relations. It was not a questionnaire study. A questionnaire was used in one phase of the research, but actual visits to schools, interviews, and analysis of local records and documents were basic procedures.

The results of the study are represented in charts that make it relatively simple to compare the seven districts in respect to any certain condition or practice. This advantage is somewhat offset by the fact that the districts are not named, but are indicated only by fictitious names—"Hermosa," "Transfield," and so forth. No doubt there were reasons why the report had to be made in this manner, but some of the value and much of the interest is sacrificed.

The author reports that, although the study was in every instance concerned with conditions maintained for Negroes, as one of the principal minority groups, no district of the seven is in the deep south. The districts studied, moreover, are not a random group as far as the quality of their educational pro-

gram is concerned; it was estimated by experts that the districts that cooperated would all be among the upper 25 per cent if all American schools were ranked according to the quality of educational opportunity represented by their programs.

Despite the many limitations that inhere in the study and must condition the usefulness of the conclusions derived, the Bureau for Intercultural Education has opened the field for other research that must inevitably be illuminating. There will be some soul-searching, even where the local resources do not permit an objective analysis of conditions. And it is likely that the champions of "white supremacy" will discover this study and will be moved to make the usual bilboistic statements.

It is not impossible that the kleagles and their ilk will have the last word. Our generation has seen enough organized intolerance to know that it will not burn itself out harmlessly. It will inflame the world unless it can be blanketed and smothered wherever it exists. The obligation of the public schools is clearly indicated. But teachers are hired and fired by boards of education whose members are responsible to the voters of their communities. The schools will never win this battle single-handed; and it is equally true that the battle will never be won unless the schools can manage somehow to transmit to each new generation something of faith

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*Beyond the Seas*, by ELIZABETH COLLETTE, TOM P. CROSS, and E. C. STAUFFER. Boston: Ginn and Company, 1946. 567 pages, \$2.40.

*Beyond the Seas* contains selections from the works of many authors who have dealt with life in other lands and in ancient and contemporary periods. Published in a day when so many Americans have become familiar with diverse aspects of world cultures, by personal or vicarious experiences, and when all intelligent persons are concerned over the possibilities of comity among the governments and social-economies of the peoples of the world, it provides materials that can be most helpful.

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P.W.L.C.

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II. The Editorial Committee of the above publications is W. D. Reeve of Teachers College, Columbia University, New York, Editor-in-Chief; Dr. Vera Sanford, of the State Normal School, Oneonta, N.Y.; and W. S. Schlauch of Hasbrouck Heights, N.J.

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## SCHOOL NEWS DIGEST

(Continued from page 242)

fostering better relations between racial and religious groups in America. The exhibit, entitled "Tolerance Can Be Taught," is being prepared for a national tour by the Council Against Intolerance in America. Suitable entries will include posters, placards, maps, cartoons, graphs, slide films, and documentary photographs. Materials may be sent to Alexander Alland, Council Against Intolerance, 17 East 42nd St., New York 17, N.Y.

**NEGRO HISTORY:** Negro History Week will be observed in U.S. schools during the week beginning February 9, 1947, with the theme, "Democracy Possible only through Brotherhood," announces the Association for the Study of Negro Life and History, 1538 Ninth St. NW, Washington 1, D.C.

**ENGLISH BULLETIN:** The *Teachers Service Bulletin in English* is a four-page publication issued by The Macmillan Company for the use of junior and senior high-school English teachers. The first issue, November 1946, contains an article by Thomas Clark Pollock on current problems of the English curriculum. Five issues will appear during the current school year. In succeeding school years the

bulletin will be published from September through April. Free subscriptions may be requested for individual secondary-school English teachers, or for each member of the English faculty, from the nearest branch office of The Macmillan Company.

**TEACHING AID:** *Life* magazine has launched a weekly *Classroom Bulletin* containing suggestions on the use of *Life* materials in secondary schools. The two sections for junior high schools and senior high schools are subdivided into suggestions for social studies, English, and science courses. The bulletin is \$2 a year. A sample copy may be obtained from John Townsend, Room 19-33 Time and Life Building, Rockefeller Center, New York 20, N.Y.

**BRICKLAYING:** When local businessmen agreed that the community needed more bricklayers, Marshall, Mo., High School added a course in bricklaying to its curriculum in the 1945-46 school year, says E. S. Thruman in *School and Community*. The class was opened with 14 pupils, who received instruction from 8 to 12 each Saturday morning. The course is financed in part through the Smith-Hughes and George Deen Acts, and brick and cement companies in the surrounding territory were generous in donating materials. A local bricklayer teaches the course.

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